

FACTORS INFLUENCING GRADE 12 LEARNERS' PERFORMANCE IN ENGLISH
SECOND LANGUAGE IN TWO SELECTED SENIOR SECONDARY SCHOOLS IN THE
OMUSATI EDUCATION REGION

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
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ABSTRACT

According to the National Examiners' Report for ESL for 2007 to 2011, Namibian students performed poorly in the Namibia Senior Secondary Certificate Ordinary level (NSSCO) ESL examinations. The poor performance of Grade 12 learners in the ESL NSSCO examinations in the Omusati education region (OER) has been noted in the DNEA reports. The number of ungraded ESL learners in 2011 final examination at the NSSCO level at one of the selected senior secondary schools in this study was relatively higher. The majority of the learners received low grades in the ESL compared to the better performing schools which had above 50 per cent pass mark.

This study therefore, investigated the factors that influenced the grade 12 learners' performance in ESL in one poor performing school and one better performing school in ESL in the OER.

The study adopted the mixed research design. The qualitative approach was used to elicit the views, beliefs and experiences of teachers, learners and school principals on the environmental factors that influenced the learners' performance in ESL. The quantitative approach was used to show similarities and differences in the responses from the participants from the two schools.

The population of this study consisted of all Grade 12 learners, school principals and ESL teachers at the two selected senior secondary schools in the OER. The schools were selected through extreme case sampling. Purposive sampling was used to select four classes in the two schools to respond to the questionnaires. Two classes were selected randomly from each school. A total of 151 learners from four classes participated in the

study. All 3 ESL Grade 12 teachers and the two principals of the two selected schools participated in the study also.

The questionnaires and interviews were used to collect data from the sample. The researcher took notes during the interviews and audio-tape recorded the interviews upon being granted permission by the respondents. Descriptive statistics were used to analyse the quantitative data. Qualitative data was coded into emerging themes and categories. Data was also synthesized and summarised.

The analysis of questionnaires and interviews showed that low English proficiency for learners and teachers, lack of resources, ineffective teaching strategies, negative teachers' and learners' attitudes toward ESL, low socio-economic status of learners, lack of parental involvement and lack of motivation and support contributed to poor performance in ESL. The study recommends the inclusion of compensatory classes and early intervention programmes to be initiated by the ESL teachers in schools to address learners' learning difficulties, educating parents about the importance of education in order to be actively involved in their children's education and conducting similar but larger studies in other schools in both the Omusati and other educational regions in Namibia.

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DEDICATION

This thesis is dedicated to:

My Wife: Selma Ndeyapo Nkandi

My Mother: Mrs Sarti Katoole Nkandi

My Late Father: Mr Simon Amundjembo Nkandi

For their patience, love and unwavering support and encouragement during the time of doing this research. My parents for valuing education so much even though they never had an opportunity to attend a classroom lesson themselves; for the academic foundation they laid in me has helped me to climb higher. It would have been difficult without such a firm academic base.

DECLARATION

I, Stefanus Nkandi, hereby declare that “Factors influencing Grade 12 learners’ performance in English Second Language in two selected Senior Secondary Schools in the Omusati Education Region” is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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Date

ACRONOMYS

DNEA	Directorate of National Examinations and Assessment
ESL	English Second Language
HoD	Head of Department
L1	First Language
L2	Second Language
MoE	Ministry of Education
NSSCO	Namibia Senior Secondary Certificate Ordinary level
UNAM	University of Namibia

CHAPTER 1

INTRODUCTION

1.1 Orientation of the study

In all public schools in Namibia, English is offered both as a medium of instruction and a compulsory subject. English is assessed on continuous basis and various assessment techniques are used. Generally, the Grade 12 results in Omusati region have been poor (below 50% average pass rate) (Ministry of Education, 2011). This poor performance is observed in all English Second Language (ESL) skills: listening, speaking, reading and writing (Ministry of Education, 2011). The Directorate of National Examinations and Assessment (DNEA) reports on learners' examination results of years 2007-2011 stated that the low standard of learners' written answers were due to lack of the above mentioned skills (Ministry of Education, 2012). Nevertheless, the reports do not explain the causes of learners' difficulties in the process of learning these skills. Among all 13 regions in Namibia, Omusati has been rated the third from the bottom (Ministry of Education, 2012).

The teacher education programme in Namibia offers an ESL curriculum which prepares student teachers to teach ESL effectively (Hamunyela, 2008). Even though teachers went through intensive training programmes that were aimed at enhancing their English teaching; their learners continue to struggle to apply their knowledge of basic skills during ESL examination. Studies by Beckman (2005) on South African grade 12 students to identify some of the factors that influence the learners' performance in ESL revealed that there are several factors that influence the performance of the learners in ESL. These factors include home environment,

teaching and learning resources, teaching methods, time on task and learners' attitudes towards ESL. Beckman further argues that there is a common belief that positive attitudes particularly liking for, and interest in English leads to greater effort and in turn to higher achievement. Moreover, Chisholm, Motala, and Valley (1999) confirm that strong school management can enhance confidence, a sense of direction and stability within the school and improve learners' performance.

There has been no research carried out on the factors influencing Grade 12 learners' performance in ESL in Namibia specifically in the Omusati Education Region. Thus, this study will investigate the factors that influence Grade 12 learners' performance in ESL in two selected senior secondary schools in the Omusati Education Region.

1.2 Theoretical framework of the study

The extent to which individuals learn a second language is primarily demonstrated by constructivist theories. Vygotsky (1962, as cited by Schunk, 2009) notes that social constructivist theory views learning as socially dependent in the sense that it is through interaction with others that one learns the language. The constructivist theory views learners as actively involved in their learning and that they construct meaning of the phenomena through social interactions and interaction with the environment. The constructivist theory requires learners' interaction and engagement in classroom activities (Schunk, 2009). Hopkins (2001) argue that such classrooms exist in schools where improvement is a strategy for educational change that focuses on learner achievement by modifying classroom practice and adapting the

managements to support teaching and learning. Engaging learners in actual reading, writing, listening and speaking offers learners the best opportunity of achieving their full communicative and written competence across the broad spectrum of language and literacy skills.

Constructivist holds that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. According to Miller (2002) children learn through a process known as adaptation which is the ability to adjust to the environment. According to Wertsch (1997), constructivist views each learner as a unique individual with unique needs and background. He notes that the learner is seen as a complex and multidimensional being. Constructivist thus emphasizes the importance of a learner being actively involved in the learning process. Mason (2007) elaborates that Vygotsky who is considered to be a proponent of social cultural theory believed that human activities take place in cultural settings and cannot be understood apart from those settings. One of his central ideas is that specific mental structures can be traced to our interactions with others. Mason notes that Vygotsky believed that cultural tools such as rulers, computers and psychological tools such as sign language and maps play an important role in cognitive development. This point underscores the importance of both cultural tools and psychological tools in the cognitive development of the learners at Grade 12 level. For these reasons, the constructivist theory is pertinent to this study.

1.3 Statement of the problem

The National Examiners' Report for ESL for 2007 to 2011 state that Namibian students performed poorly in the Namibia Senior Secondary Certificate Ordinary level (NSSCO) ESL examinations (Ministry of Education, 2011). The poor performance of Grade 12 learners in the ESL NSSCO examinations in the Omusati education region has been noted in the DNEA reports. The number of ungraded ESL learners in 2011 final examination at the NSSCO at one of the selected senior secondary schools was close to 90% (MoE, 2012). The Ministry of education further noted that the majority of learners received low grades in the ESL compared to the better performing schools which had above 50 per cent pass rate.

This study will therefore, investigate the factors that influence Grade 12 learners' performance in ESL in one poor performing school and one better performing school in ESL in the Omusati education region. The study will further seek to find out what is done differently in the two schools which contribute to the identified learners' performance.

1.4 Research objectives

The main objectives of this study were to:

1. Investigate the factors within and outside the school environment that influence the achievement levels in ESL amongst Grade 12 learners in the Omusati educational region.
2. Determine what the selected schools do differently in teaching and learning of ESL.

3. Find out whether there was a difference in the factors that influenced Grade 12 learners' performance in ESL in the two selected secondary schools in the OER.

1.5 Significance of the study

This study is important because it might generate information on factors that influence learners' performance in ESL. The results of the study could be a source of information to educational stakeholders such as educational managers, teachers, and school board members when seeking options to improve results in ESL. The study might be of practical benefit to ESL teachers because they might use the research findings to improve their teaching of ESL. The learners might use the outcomes of this study to improve their performance in ESL and also their efforts to work consciously towards improving their learning styles. It was further hoped that the school principals might use the findings of this study to create a more conducive environment for teachers' better teaching practices and learners' improved performance.

1.6 Limitations

One of the possible limitations of this study might be that the respondents would not answer the questions in the interviews and questionnaires truthfully. They might answer the questions in order to appear neutral rather than responding honestly. Another possible limitation might be that during the observation of the ESL lessons, both teachers and learners might not carry on with their lessons as naturally as they usually do, knowing that someone was observing what they were doing.

1.7 Delimitations

This study was limited to two senior secondary schools, one better performing and the other poor performing, in the Omusati education region. The study only focused on the Grade 12 ESL learners and teachers as well as the school principals. The Grade 12 learners were selected because of their prolonged experience in ESL that they would provide rich information. Similarly, the ESL teachers and school principals were selected because they taught Grade 12 learners and manage senior secondary schools on a daily basis.

1.8 Definition of terms

The following terms will be understood as defined here:

Teaching method: In this study, teaching method refers to a particular technique a teacher uses to help learners gain the knowledge which they need to achieve a desired outcome (Jacobs, Gawe and Vakalisa, 2002).

Second Language: Second language (L2) means a language that is learned after the first language or mother tongue (L1) and is used for certain purposes such as education (Simasiku, 2006).

Medium of Instruction: Fullan and Stiegelbauer (1996) define a medium of instruction as a particular language that is used as an instrument through which

school subjects are taught and the medium through which discussions in the classroom between teacher and the learners are conducted. This study will adopt this definition.

English as medium of instruction: English as medium of instruction means that all teaching and learning should take place in English (Simasiku, 2006).

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the focus of this study. It pays particular attention to the factors that affect learners' performance in ESL.

2.2 Learner factors

2.2.1 *Socio-economic condition factors*

According to Knapp (2006), the social background of learners is an important variable in determining their background in ESL. Knapp (2006) states that children who come from low socio-economic backgrounds have a poor command of ESL as far as vocabulary, syntax and morphology are concerned, because they have little knowledge, background or experience of the English language. Due to these shortages, learners cannot produce sentences that are complex. He adds that children from families with a low socio-economic background have language-concealed difficulties. For instance, they do not pronounce English words clearly, and avoid the construction of difficult sentences. As a result ESL learners have limited understanding of complex conversations in the ESL classroom. According to Cummins (2004), the group of ESL learners who constitute a low socio-economic background includes children from illiterate families, children from poor families, autistic children and children with dyslexia. This implies that the importance of the parents' ability to intervene in the ESL education of their children cannot be over-emphasised. Mwamwenda (2004) concurs with Knapp (2006), and adds that ESL learners in rural areas come from previously disadvantaged families. This makes it

difficult for them to achieve success in acquiring ESL, because they have difficulty understanding English.

Many people in Namibia are unemployed, and as such experience difficulties in providing a basic home environment for learning ESL to their children (Simasiku, 2006). Most of the parents cannot afford to purchase the required ESL learning materials such as textbooks, dictionaries and other educational resources. Simasiku (2006) further states that the explanation concerning the differences in ESL performance lie in the differences in life experience of the ESL learners. The environments in which children of different cultural and socio-economic groups live do not encourage the same beliefs and attitudes towards ESL education, nor do they emphasise the same skills. The ESL classroom should offer opportunities for equitable participation.

The fact that learners are from diverse cultural and social backgrounds may lead to learners having few shared experiences. Simasiku (2006) argues that the explanation for differences in the performance of different schools lies in the differing experiences of the learners. The performance of ESL learners in Namibian secondary schools is also affected by conditions within both the school environment and the society. Many ESL learners are subjected to poverty, low parental expectations, teachers, their peers and themselves, which all influence their chances of success in ESL. William (2004) argues that children who are poor and living by themselves may not have access to ESL learning materials like textbooks, radios and magazines;

they may live in aggressive environments and are unlikely to have access to the English educational opportunities in their communities.

The World Bank (2005) reports that economic factors have also hindered the education progress of ESL in Namibia. These factors include poverty, as well as children- and female-headed households. This seems to suggest that children- and female-headed households in the country tend to live in poverty with little access to ESL learning materials. William (2004) suggests that learners, who are hungry, depressed, stressed and those living in a hostile environment, usually fail to perform to their best levels; hence it results in these learners performing poorly in ESL. Van Avermaet (2006) also argues that socio-economic disparities influence children's ESL learning.

2.2.2 Parental involvement

According to Moon (2004), parental involvement in their children's education is multi-dimensional; it can range from parents directly helping their children with ESL homework to parents establishing high expectations for their children's ESL learning in schools. Moon (2004), furthermore, notes that the quality of parental involvement in the education of their children is an important factor when determining the children's performance in ESL. This is consistent with the observation by Putz (2002) that parental involvement is rooted in the belief that in order for schools to educate all ESL youth effectively, parents and families should become fully involvement in the process. Knapp (2006) argues that ESL teachers cannot do their

work effectively without the support of parents. Knapp further adds that parents need to know what is happening in ESL classrooms in order to support the school.

It has been reported by Otaala (2001) that some rural parents tend to send their children to English medium schools that are mostly in urban areas. They believe that urban English-medium schools are the best, have a high academic standard and more qualified ESL teachers. Therefore, younger children are sent to boarding schools for a better education. According to Otaala (2001), some parents believe that if their children are exposed to English at an early stage, these children will be successful and it will help them to acquire skills later. By the time they reach secondary school or tertiary level, they will be well-equipped in terms of competence in English because of a solid foundation in their early schooling.

In contrast, some parents believe in the importance of mother tongue. They want their children to be educated first in the mother tongue because they view this as part of their cultural identity. Even though some parents send their children to English-medium schools, they believe it is necessary for their children to maintain the mother tongue. These parents, at home, try hard to develop their children's first language by means of communicating with them without code switching into English.

Rodermund and Vondracek (2002) articulate that a learner, whose parents are supportive and have positive attitudes towards his/her education, is encouraged to perform well in ESL. Parental involvement, according to Rodermund and Vondracek (2002), could mean, among other things, helping teachers and the school to improve

their learners' performance in ESL. They further note that parental involvement builds strong communication between the school and home, and helps learners perform well in ESL. Kizilbash (2006) argues that parental involvement in their children's ESL education diminishes the gap between school and home and maintains healthy child development across Grades. Kizilbash indicates that it is essential for parents to have an opportunity to respond and ask questions about their children's academic progress in ESL when necessary.

Cummins (2004), on the other hand, states that parents need to keep lines of communication open with ESL teachers and school principals. Cummins continues that parents should make sure that the attendance of their children in ESL classes at school is stable; they need to ask their children what they have learnt in ESL at school so that they can help them with their ESL homework. It is the responsibility of the parents to provide their children with the basics of ESL.

This researcher argues that if parents show that they are interested in their children's ESL learning, the children will see the value of ESL education and this can motivate them to work hard. Without parental involvement in the ESL school work and activities of their children, the children's desire to excel might wane. Therefore, parents' involvement in their children is very important in increasing learners' perception of the importance of ESL and thus their performance in ESL tasks.

2.3 Learners and teachers' attitudes toward ESL

Shinn (1981) argues that nothing can prevent a person with the right attitude towards achieving his or her goals in life to become successful. The right attitude and right perception can help a person to use his or her abilities to gain the maximum success possible. A positive attitude towards ESL makes a difference in learners' performance. It makes the difference between success and failure in the subject. A positive attitude towards ESL as a subject will help the learner to learn from the ESL teacher; it can, furthermore, generate cooperation between the ESL teacher and the learner and ultimately inspire other learners. The role of attitude in achieving success in ESL cannot be underestimated. Good learner performance in ESL examinations cannot be considered without a positive attitude to learning (Titus, 2002). Positive attitudes also create interest in learners towards the ESL subject. According to Tylor (2002), teachers' positive attitudes towards ESL create positive attitudes and enthusiasm in learners toward ESL. Subsequently it makes learners perform better in ESL. Furthermore, a positive attitude opens the mind and expands it to explore new opportunities and growth to achieve success.

According to Swan and Fisch (2010), attitude is the particular way in which a learner responds to teachers. Attitudes usually lead to positive, negative or neutral behaviour. The attitude of learners toward ESL learning is important in determining their level of performance. Tylor (2002) indicates that Namibian learners lack respect and discipline, and when asked to do ESL class work, they protest and refuse to carry out the instructions.

Legotle (2005) carried out a study on the perception of various stakeholders on the cause of the poor performance of Grade 12 learners in South Africa. He noted that the levels of disruptive behaviour had increased among ESL learners and this had a negative impact on the learners' attitudes toward school work. This type of behaviour leads to learners that are uncontrollable in ESL classrooms. This can lead to minimal learning of the ESL content, which results in poor performance. On the other hand, learners claim that their behaviour is mainly due to unclear teacher-centred lessons and teachers' difficulties in using English as a medium of instruction (Legotle, 2005).

Knapp (2006) indicates that some educational critics, like John Holt, blame children's failure in ESL on the teachers. Knapp claims that nowadays teachers lack discipline, commitment and high moral standards. As a result, high rates of teacher absenteeism are recorded in schools. This reduces the teaching time and the possibility of learners doing well in ESL examinations.

Teachers, on the other hand, felt that their negative attitudes toward ESL were mainly fuelled by the work-load, uninterested and dull learners, as well as by trouble makers (Moon, 2004). He also adds that poor working conditions, inadequate ESL teaching and learning materials and learners' low levels of competence in English contribute to the negative attitudes of teachers towards ESL teaching.

2.4 Teacher factors

2.4.1 Quality and shortage of ESL teachers

Gonzalez, Yawkey and Minaya-Rowe (2006) state that learners' academic performance in ESL depends on the teachers' knowledge and the application of effective pedagogy in the ESL classroom. Gonzalez et al. (2006) further state that for learners to perform well in ESL, the system needs quality teachers who are well trained, well behaved and motivated. They believe that ESL teachers are the driving force in schools. Gonzalez et al. (2006) further add that to be able to drive schools into the right direction, ESL teachers need to be well trained, competent, knowledgeable and highly motivated. Craig (2001) concurs that good ESL teachers are those who are knowledgeable in their subject, know how to explain the subject matter to learners and how to vary the ways in which they teach to suit learners in their ESL classes.

Simasiku (2006) also notes that good ESL teachers enter the classroom with prepared teaching and learning materials, knowledge, capability and ambition to take one more ESL child up to standard. This implies that the quality of ESL teaching and learning is directly related to the quality of instruction delivered by ESL teachers in ESL classrooms.

On the other hand, weak teachers confuse learners and little ESL learning results (Ellis, 2002). Ellis further indicates that ESL teachers who are not qualified do not know how to explain some English words and have difficulties in explaining English concepts. Van Avemaet (2006) concurs with the above observation and adds that

learners are taught by teachers who lack those knowledge and skills necessary for quality instruction in ESL. Dimmock (2012) indicates that academic qualifications, knowledge of the subject matter, competence and teaching skills, as well as the commitment of the teacher, have an impact on the ESL teaching and learning process.

Moreover, in Legotle's 2005 study it was found that overcrowding in some ESL classes was caused by the shortage of qualified ESL teachers. He also found that headmasters complained that when ESL teachers went on leave there often was no replacement due to the shortage of ESL teachers; sometimes learners went up to three months without an ESL teacher. This situation leads to de-motivation and compromises the quality of service offered by available ESL teachers as they have to cover other teachers' work.

Knapp (2006) also adds that quality improvement in education depends upon the proper training of ESL teachers. ESL learners cannot play their roles unless they are properly trained. Otaala (2001) conducted a study in seven education regions in Namibia, and established that many teachers were not qualified to teach ESL. As a result they could not interpret the syllabus, and when guidance was given, they followed it carefully and exactly because they were scared of making mistakes. Therefore, the availability of competent ESL teachers at any school is important for learners' improved academic performance in ESL.

Finally, the researcher supports what was said by Simasiku (2006), namely, that in order to improve ESL learners' performance, ESL teachers may not necessarily use the same instruction strategies for all learners in the ESL class, as different learners learn at a different pace.

2.4.2 Use of English as a medium of instruction

English has acquired the status of becoming a global language. The aim of introducing English in Namibia was to introduce an official language that would steer people away from lingua tribal affiliations and create conditions conducive to national unity in the realm of language (Putz, 1995). Putz further stresses that since Namibia is a multilingual society the language policy tends to unite people of different backgrounds and prevents tribalism that will oppose national unity. English is also seen as a language of economic advancement and social mobility. All these associations make English easily accepted as the official language and a medium of instruction in education institutions.

Although English is viewed as a neutral, unique and unifying language in Namibia, Simasiku (2006) highlights the risk of introducing a foreign language of wider communication into a multilingual and multicultural society like Namibia. Simasiku notes that English as a medium of instruction cannot fulfil all functions in a multilingual nation like Namibia because different languages may have different functions. Keeping in mind the growing need of English in everyday life, Simasiku (2006) notes that the performance of learners may be affected by the medium of

instruction that is used in the teaching and learning process. Olivier (2011) asserts that the high failure rates of the Grade 12 learners in Namibia are related to the low levels of English proficiency of both teachers and learners in the country. Martin and Miller (2003) warn that if learners have a substandard proficiency in English, they will always be at a disadvantage when it comes to taking examinations in English. One can only conclude that, since most of the examinations are taken in English in Namibia, the learners' performance on examinations might be negatively affected.

Swarts (2002) shares the same sentiments expressed by Martin and Miller, namely, that the effectiveness of learning and teaching is limited by the fact that teachers and learners are working in a second language area, in which exposure to English in the community is low. Olivier (2011) adds that in a country like Namibia, especially in the northern regions where parental literacy and school resources are low, it becomes difficult for both teachers and learners to use English.

Swarts (2002) further notes that in the Namibian education system, teachers struggle to give instructions in English, particularly in remote areas, because of their own limited exposure to the English language. Makuwa (2004) concurs with the above, and indicates that most ESL teachers in sub-Saharan Africa are not well trained in language-sensitive practices at their teacher training colleges. Hence, it is difficult for these teachers and the children they teach to become fluent in English.

For the learners to be able to acquire communication skills, they must be engaged in speaking, listening and writing activities during the ESL lessons. Simasiku (2006)

states that one of the obvious functions of the spoken language in a classroom is for the teacher to give instructions to learners on what they have to do and how they have to do it. Simasiku (2006) further states that through speaking and listening, learners connect with others, learn new concepts and develop vocabulary.

To many learners English is a second language and it may pose problems of comprehension in ESL lessons. According to Simasiku (2006), the ESL teacher may use code-switching with learners in their first language when such learners experience problems regarding certain English concepts. This should only be done for the purpose of explanation as too much code switching to the first language may deprive learners of acquiring the target language.

Although the majority of post-independence teacher-trainees are proficient in English, they are reluctant to apply learner-centred methods which they view as taking much time and requiring elaborate preparation (Makuwa, 2004). Thus, they hardly ever apply the learner-centred paradigm which is regarded as an effective method that can alleviate the English language problem. Enos (2007) suggests that there is a need for in-service training for older teachers to equip them with the necessary skills and knowledge that could make them competent in using English as a medium of instruction.

2.4.3 Poorly motivated ESL teachers

It is often noted that poor performance by ESL learners is caused by ESL teachers' lack of motivation (Haley & Austin, 2004). ESL teachers are usually poorly motivated to do their work because their basic needs are not met. Conteh-Morgan (2002) notes that if ESL teachers are poorly motivated, their service delivery could be compromised. According to Matjila (2004), teachers in rural areas are more frustrated than those in urban areas because of their working conditions and their relatively poor living standards. The poor motivation of ESL teachers leads to poor commitment to service delivery and, as a result, learners end up performing poorly in their ESL national examinations.

Conteh-Morgan (2002) argues that the positive motivation of ESL teachers depends on the effective management of their schools. Conteh-Morgan further states that if systems set to manage and support ESL teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Legotle (2005) adds that the lack of educator discipline, commitment and morale were some of the major reasons for poor learner performance in ESL. He observed that some educators were in the habit of coming late to school or missing teaching lessons and this considerably reduced the time for instruction delivery. Conteh-Morgan (2002) credits this to poor working conditions, inadequate curriculum materials and unclear and confusing ESL policies.

2.4.4 Teaching methods

Jacobs, Vakalisa and Gawe (2006) define teaching methods as the manner in which the teacher imparts knowledge to the learners. An ESL teachers need to employ a variety of strategies when teaching in order to meet their learners' different needs. Price and Nelson (2007, p. 53) maintain that "using various strategies keeps ESL students engaged, making them more likely to learn, retain and process the information presented". This will help learners to acquire the necessary skills in the second language in order to maintain full and active participation in language activities.

According to Jacobs, Vakalisa and Gawe (2006), for the learner to grasp a given topic, the teachers' teaching methods should match the materials used. It should also match the learners' competency levels, those skills that the learners need to practise, the learners' abilities and a valid assessment of their work. For active participation and long term recall of material learnt, the ESL learners should be engaged in an analysis and evaluation of their own activities (Clark & Starr, 1981). Thus, diverse teaching methods should be used in the ESL classroom to address the different learning needs and preferences of learners. These should include well-structured group work, discussions, peer-group learning and practical activities (Kizilbash, 2006).

English as a second language to learners in Namibia might pose some problems due to their different cultural and socio-economic backgrounds. It is, therefore, important that when ESL teachers plan their lessons they should consider such differences.

According to Tylor, Harris, Pearson and Garcia (1995), educators need to learn more about the language and cultural differences of their learners and how these factors can influence their instructional decisions. Therefore, ESL teachers should not treat all ESL learners as if they have similar abilities and cultural backgrounds.

One teaching method may be suitable to a particular group of learners only, while others may not benefit from it at all (Kizilbash, 2006). Kizilbash further notes that the learning activities that ESL learners engage in are, in most cases, organised in such a way that discussions are an important feature, as it enhances the understanding of those concepts being taught. According to Jacobs and Gawe (1996), in classes with a large number of learners, discussions are usually less effective because the teacher may not be able to involve every pupil in the class.

Kyriacou (1998) posits that well-selected teaching methods enhance good working relations between ESL teachers and learners. Good working relations between teachers and learners can be promoted by the teachers' competence in the subject, the quality of resources used, the level of trust between teachers and learners and provision of the opportunity for learners to participate actively in the ESL learning activities. Dupree (2005) states that the twenty-first century is the information age; alongside this has come an explosion in the amount and variety of teaching methods that are available to teachers.

2.4.5 Teachers' ESL content knowledge

Wenglinsky (2000) has found a significant, positive relationship between learners' achievement and teachers' content knowledge. Wenglinsky notes that students whose teachers have deep content knowledge in the subject performed better on measured achievement than their counterparts whose teachers lacked a strong content knowledge. Darling-Hammond (2000) claims that the connection between teachers' subject knowledge and learners' performance is mixed, positively influencing student learning up to a certain level of basic competencies but it seems to be less important after that. Furthermore, Odden and Kelly (2001) advise that the performance evaluation system should be designed in part to provide the foundation for a knowledge and skill-based remuneration system to be used for new teachers and senior teachers in order to create a conducive classroom climate for excellent learner performance in ESL.

Otaala (2001) notes that for the majority of Namibian teachers English is their second language. As a result they might have difficulties in expressing themselves in English, or worse, they might not even understand the ESL subject content. Furthermore, she indicates that it is difficult for ESL teachers to develop lessons based on communication and interaction when they themselves lack fluency in English.

Otaala (2001) observed ESL teachers and established that some of them tended to use their home language in content area classes rather than English in order to assist learners in the understanding of difficult concepts. Thus, ESL learners tended to rely

on rote learning due to their own lack of proficiency in English. She observed that teachers were put under stress by the language policy. For instance, one teacher felt so uncomfortable about her own English proficiency that she refused to read a listening comprehension passage as part of the assessment. Baker (2007) emphasises the point that where neither a learner nor a teacher feels comfortable and competent enough to use a second language as medium of instruction, it could have a negative influence on the quality of teaching. ESL teachers need to be motivated to feel comfortable in using English in, as well as outside, the classroom. Teachers should be willing to explore knowledge and experiment with ideas and thoughts through language interaction. A positive academic performance comes from the content knowledge, proficiency and how comfortable the teachers are in using English as a medium of instruction (Otaala, 2001). In-service training for ESL teachers is needed in order to for them to improve their own ESL content knowledge and proficiency.

2.5 School factors

2.5.1 School environment

An environment is a living and changing system and it conditions how we feel, think and behave, as well as affects the quality of our lives. The environment either works for us or against us as we conduct our lives (Hitchcock & Hughes, 1995). Hence, the school environment may be perceived as having a direct influence on the academic performance of learners in ESL. Lumsden (1994) argues that if learners experience the ESL classroom as a caring and supportive place, where there is a sense of belonging and everybody is valued and respected, they tend to participate more fully in the learning process. Hitchcock and Hughes (1995) note that the organisation of

space in the school and classrooms reflects the underlying pedagogic practice. The ESL classroom should, therefore, be a place to help learners effectively learn the subject content. The physical environment of many schools in Namibia is not conducive to education. Many school buildings are in a dilapidated state and this makes it unsafe and not conducive to effective teaching and learning (Gonzalez, 2005).

Kizilbash (2006) reports that the staffing norms in Namibian schools have been set at 35 learners per teacher for primary and 30 learners per teacher for secondary schools. However, although the Ministry of Education has been successful in improving learner-teacher ratios, large gaps between the regional averages of schools and the set norm exist (Kizilbash, 2006). This finding appears to indicate large class sizes resulting in overcrowded classrooms which tend to contribute significantly to inadequate class activities for learners and the effective monitoring of learners' performance; these have impacted negatively on learners' performance in ESL.

2.5.2 Relevance of ESL curriculum

The ESL curriculum should provide learners with meaningful experiences that prompt deep and significant ESL learning (Mckernan, 2000). Makuwa (2004) indicated that much of the curricula used in Namibian schools were either foreign or not relevant to the needs of Namibian learners, as such learners were not provided with meaningful experiences. Swarts (2000) notes that in curriculum materials and instructional strategies in Namibian secondary Grades, ESL learners are taught

vocabulary which they are not familiar with and of which they have little knowledge. Richard and Rodger (2002) argue that as ESL learners proceed through their Grades, terminologies and concepts become abstract and many ESL learners fall further behind, because their level of mastery of the English language is rudimentary and thus does not allow for fluent learning.

Richard and Rodger (2002) emphasise the importance of revising and adapting the school curriculum to its immediate environment that matches the ESL learners' qualities in terms of commitment, thinking and expertise. Therefore, school principals have a role to play in seeing to it that the curricula of their schools are in line with ESL teacher development in terms of commitment and expertise.

Mostert and Wahome (1998) state that when the information being learned is important to learners and match their needs, they tend to put extra effort into finding out more about the topics. As a result, in order to bring about a high level of motivation, a school should take the interests of ESL learners into consideration and try to relate ESL as a subject and its activities to aspects in which ESL learners are interested (Richard, 2001).

The researcher feels that the relevance of the curriculum is important in ESL learners' understanding of ESL subject concepts. Learners can grasp concepts more quickly when they see some of the ESL learning materials in practical use rather than learn just some concepts which are totally irrelevant to their world.

2.5.3 Resources

The availability of education resources is believed by educationists to influence learners' performance (Legotle, 2005). Learners with access to more ESL resources are likely to perform better than their counterparts who are in a less resourced environment (Rasinski & Padak, 2000).

The distribution and supply of ESL textbooks to schools may not be adequate and, therefore, the presence of the photocopier can assist in the re-production of hand outs which could lessen the problem of shortages of ESL textbooks to some degree. Walkin (2000) states that with the availability of photocopiers, it is increasingly preferred to use ESL hand out materials rather than rely on class-issued textbooks.

Hugo (2002) indicates that nearly all ESL materials used in Namibian schools were produced outside the country and many ESL teachers have the tendency to regard them as the only answer when teaching ESL. The researcher, as an ESL teacher, has also noted bad situations at the school he taught at where learners did not have a single ESL textbook and mainly depended on notes provided by the ESL teachers. This shortage of necessary ESL textbooks negatively affected the performance of the learners.

The provision of ESL teaching and learning materials to learners in the ESL classrooms is central to learners' good performance. The lack of ESL facilities and equipment has often been cited as a major reason for the low quality of education in Namibia (Synder & Viogets, 1998). Due to the fact that learners' performance is

related to school resources, affluent parents often place their children in resource-rich schools, while those from low income backgrounds have to place their children in under-resourced schools, with poor facilities. According to Synder and Viogets (1998), ESL materials provided to schools are rarely appropriate for the Namibian education context. Accordingly, teachers tend not to use them in teaching ESL.

According to Husselmann and Kotze (2001), the lack of other resources such as audiotapes, computers, internet and television, also negatively affect the learners' performance in ESL. They further indicate that some schools had facilities which were clearly inadequate and poorly maintained.

Learners' backgrounds are related to the availability of resources at home such as books, electronic resources, such as television, computers, dictionaries and study rooms or tables which are crucial to support their ESL performance (Hugo, 2002). It is also acknowledged by some educationists that learners who have access to such resources perform better in ESL compared to those who come from poor families. Hugo (2002) further notes that learners who have access to educational materials at home are more informed and assisted to improve their performance in ESL, while those from poor families with no educational resources are not assisted by parents to improve their performance in ESL.

Kizilbash (2006) posits that improvements have been made in the provision of quality education, as well as in inputs, such as teachers and classrooms. However, Kizilbash (2006) notes that the provision of resources, such as ESL materials,

remains stretched across regions and schools, and the output in terms of learners' performance remains low. These resource inequalities drive unequal learner performance throughout the country and across the regions (Kizilbash, 2006). Matjila (2004) argues that unequal distribution of resources to schools contributes negatively to poor performance, and that resource allocation in Namibia favours urban regions. He adds that in Africa many schools do not have libraries, computers and the internet, although such facilities and services are very important in the ESL learning process.

The guidelines for school principals (Ministry of Education, 2005) make a strong statement, reminding Namibian ESL teachers that effective learning and teaching are closely linked to the use of materials such as books, posters, charts and media like radio, newspapers and audio cassettes. ESL teachers were urged to select and develop the most appropriate materials and media for the learners to enrich and reinforce ESL learning. It should be borne in mind that the most effective materials are learner-friendly, and this assists them in improving their performance in ESL at school.

2.5.4 Strategies needed to improve the performance of learners in ESL examinations in schools in Namibia

Conteh-Morgan (2002) indicates that learners experience several problems when writing ESL examination papers. Some of these problems include the learners' inability to understand basic instructions contained in the ESL examination papers,

failure to recognise the demands of ESL items used in the examination, difficulties in the interpretation of resources provided in questions, inadequate English language proficiency and communication skills, limited knowledge of subject matter and difficulties associated with investigative skills. The identified problems may result in poor performance in the ESL examinations. Titus (2002) further states that Namibian learners present a special challenge to the teachers who must find effective means to educate those learners who do not speak or understand English which is the medium of instruction and the language of examination in school.

In order for a school to improve its learners' performance in ESL examinations, there should be strategies to be adhered to by teachers, principals, inspectors, parents and learners themselves. Conteh-Morgan (2002) indicates that if a school is to improve learners' and teachers' performance in ESL examinations then attention should be given to their level of motivation and the support they receive. He further notes that motivated learners are higher achievers than unmotivated ones. For a learner to achieve a desired goal and succeed, he or she needs to be intrinsically motivated (Pottas, 2011).

Due to the fact that not all ESL learners are intrinsically motivated to learn, some learners need extrinsic motivation (Krashen, 2005). They need to be rewarded either with words or with tokens. Therefore, ESL teachers have to develop means and methods that make ESL learning interesting to motivate learners to want to learn. Moreover, Krashen (2005) emphasises the need to motivate learners with immediate feedback to be given in every lesson to ensure that ESL learners are on the right path.

Krashen warns ESL teachers to reduce pressure on learners that can result in their demotivation, consequently reducing their desire to learn.

The influence of peer pressure on learning outcomes can also not be overemphasised because it is a form of motivation and support for learners (Krashen, 2005). Therefore, it is advisable that learners with similar interests form social groups to coach and support each other in learning and doing school work (Fourie & Smit, 2010).

2.6 Improved school management and leadership

Effective school management and leadership are necessary ingredients for poor performing schools to improve their academic performance in ESL. According to Mushaandja (2002), the fundamental roles of leadership are to bring people to work as a team, to inspire their loyalty toward the group and to make a meaningful contribution to the achievement of school goals. Mushaandja adds that school managers and leaders need to be visionary and innovative so that they can turn their schools into centres of excellence.

Nicodemus (2010) supports Mushaandja's view and adds that quality managers and leaders are those who can identify the potential of the subordinates and encourage them to translate the potential into something tangible. Quality managers always motivate their followers not to settle for the average but to produce excellent work (Nicodemus, 2010).

Krashen (2005) argues that only principals who do actual ESL teaching in their schools will be able to know and see what is happening in the ESL classrooms. He encourages all principals to have an ESL subject to teach or to do regular ESL classroom visits.

Not all school principals have a wide range of managerial skills and clear policies relating to the ESL instructional programme such as classroom visits, homework policy and assessment policy, among others. The researcher is of the opinion that principals need to upgrade themselves to work closely with ESL teachers in order to sharpen their ESL managerial knowledge and skills.

Summary

Although the reviewed literature identified a number of factors that influence learners' performance in ESL, it was not known if the same would apply to ESL in the selected schools in the Omusati educational region of Namibia. In addition, it was not known whether teachers, principals and learners did things differently in these two schools. This study sought to investigate the actual practice in two Senior Secondary Schools.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter describes the research design, the population, sample and sampling procedures, the instruments and methods which were used to collect data from the sample, data analysis and ethical considerations.

3.2 Research design

The study adopted a mixed research approach (qualitative and quantitative) in order to gather the necessary data that answered the research questions. The qualitative approach was used to elicit the views, beliefs and experiences of teachers, learners and school principals on the factors that influence learners' performance in ESL. Shank (2002) states that the role of qualitative research is to help the researcher to understand a particular social situation, event, role, group or interaction. Quantitative approach was also used to show similarities and differences between the responses from the two schools. The quantitative approach involves counting and measuring events and performing the statistical analysis on a body of numerical data (Shank, 2002). Extreme case research design was used in this study.

3.3 Population

The population of this study consisted of all Grade 12 learners, school principals and ESL teachers at all 13 senior secondary schools in the Omusati educational region.

The reason for using this population and choosing the Omusati educational region was that most of the senior secondary schools in the Omusati educational region have been performing poorly, and only a few schools have been performing better (above 50 per cent pass rate) in the ESL examinations (Ministry of Education, 2011).

3.4 Sample and sampling procedures

The sample included Grade 12 learners from two selected senior secondary schools in the Omusati educational region that offer ESL. The schools were selected through extreme case sampling technique. Cohen, Manion and Morrison (2007) describe extreme case sampling as a sampling method used in order to find out circumstances that lead to the best and worst cases, in this case, performance in ESL. The two senior secondary schools were selected on the basis that they had been better and worst performing schools respectively in the NSSCO ESL examinations for the two consecutive years (Ministry of Education, 2010, 2011).

Random sampling was used to select four classes in the two schools to respond to the questionnaires. There were four Grade 12 classes at school B with 30 – 39 learners each and two Grade 12 classes at school A with 36 and 38 learners each. Two classes were selected randomly from school B. Since there were only two Grade 12 classes at school A, they all participated in the study. A total of 151 learners from the four classes participated in the study. Two teachers taught Grade 12 ESL classes at school B and one at school A. All three ESL Grade 12 teachers and the two principals of the two selected schools also participated in the study.

3.5 Research Instruments

Questionnaires and interviews were used to elicit data from the sample.

3.5.1 Questionnaires

Separate questionnaires comprising open-ended and close-ended questions for the ESL learners and teachers were used to collect data from them (Appendix A and B). Gay, Mills and Airasian (2009) indicate that questionnaires are useful in collecting data if well structured. The use of questionnaires in this study enabled the participants to express their opinions and experiences on the teaching of ESL.

3.5.2 Interviews

One-on-one interviews were used to collect data from the two principals and teachers on their perceptions on factors that influence Grade 12 learners' performance in ESL in their schools. Individual interviews were helpful as they provided opportunities for the researcher to find out more from the individual participants (Appendix C). Maykut and Morehouse (1997) state that an interview is a purposeful interaction in which one person obtains information from another. This study used standardized open-ended interview questions that were asked in a specific order. The researcher took notes during the interviews and that were later expanded.

3.6 Data Collection Procedures

The letters requesting permission to conduct the research in the selected schools were submitted to the office of the Director, Omusati educational region and the principals

of the two selected schools. The researcher personally visited the two schools to explain the purpose of the study and arranged dates for interviews for the teachers and principals and the administering of the questionnaires to both teachers and the learners.

Interviews with the principals and teachers were conducted individually to promote trust and data confidentiality. The researcher administered the questionnaires to the 151 learners during the afternoon study time and these were collected later on the same day. The teachers were requested to return the questionnaires after three days. The interview with the school principals and teachers were conducted after school hours when they were free to avoid disruptions to their normal school activities.

3.7 Data Analysis

Descriptive statistics were used to analyse the quantitative data. Descriptive statistics are mathematical and graphical techniques used to organise or summarise a set of numerical data (Gall, Gall and Borg, 2007). The researcher used percentages to indicate the frequency of various responses expressed by the respondents. The researcher arranged the quantitative data in tables and graphs. Qualitative data were coded and then analysed using identified themes. Categories and themes were created in order to identify patterns in the data (Hamunyela, 2008). Analysis of the qualitative data also included searching for relationships and patterns to get a holistic picture of what the teachers and principals in the two selected schools did differently that impacted on the learners' performance in ESL. The Chi-square statistic was used to test for differences in the learners' responses in the two schools.

3.8 Ethical considerations

Ethical issues refer to conducting research in a manner that does not result in harming the participants in one way or the other. Sapsford and Jupp (2006) explain an ethical act as “doing no harm” to research participants and the researcher must obtain the participants’ informed consent. First the researcher obtained ethical clearance from the Postgraduate School of the University of Namibia, while permission was obtained in writing from the regional office, inspector of education and principals of the selected secondary schools and the participants themselves (see Appendix E and F).

The purpose of the study was explained to the participants and they were notified of how the information would be used. During the data collection process, the interviewees were informed of their right not only to talk in confidence, but also to refuse to allow publication of any material that they thought might harm them in any way. In the same vein, participants were assured of privacy, confidentiality and anonymity.

CHAPTER 4

PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter presents the findings of the study based on the administered questionnaires for Grade 12 ESL learners, ESL teachers as well as the interviews conducted with the school principals in the two selected senior secondary schools in the Omusati Educational Region. School A was a Higher Performing (HP) school while school B was a Lower Performing (LP) School.

4.2 Biographical information of the learners

4.2.1 Learners' Ages and sex

The responses with regard to the learners' ages and sex are given in Table 1.

Table 1: Ages of the learners according to sex (N= 151).

School	Sex		Age				Totals
	Male	Female	16-17	18-19	20-21	22-23	
School A	30 (46.2%)	44 (51.2%)	20	41	11	2	74 (49%)
School B	35 (53.8%)	42(48.8%)	14	42	15	6	77 (51%)
Total	65 (100%)	86 (100%)	34	83	26	8	151 (100%)

Table 1 shows that 34 (22.5%) of the learners were aged between 16 to 17 years. Eighty three (55%) were aged between 18-19, 26 (17.2%) were aged between 20-21

and 8 (5.3%) were aged between 22-23 years. The mean age was 18.6 years, while the median was 18.5 years, and the standard deviation was 1.6 years. These values seem to imply little variation in learners' ages. The table also shows that there were many learners in the age group of 16 to 17 at school A as compared to school B. On the other hand School B had more learners in the age range 22-23 compared to school A.

4.2.2 Learners' Attitudes toward ESL

Table 2 presents the results pertaining to learners' feelings toward ESL. A four point Likert scale was used (i.e., SA=Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree) was used.

Table 2: Learners' attitudes toward ESL (N= 151).

Statement	School A				School B			
	Frequency (%)				Frequency (%)			
	SA	A	D	SD	SA	A	D	SD
I enjoy ESL lessons	37 (50.0)	37 (50.0)	0 (0.0)	0 (0.0)	23 (29.9)	49 (63.6)	5 (6.5)	0 (0.0)
Everyone can do well in ESL	10 (13.7)	28 (38.4)	29 (39.7)	6 (8.2)	3 (3.9)	13 (16.9)	44 (57.1)	17 (22.1)
I spend a lot of time on ESL	2 (2.7)	24 (32.9)	44 (60.3)	3 (4.1)	15 (19.5)	44 (57.1)	16 (20.8)	2 (2.6)
I always do my ESL homework on time	28 (38.4)	33 (45.2)	12 (16.4)	0 (0.0)	28 (36.8)	38 (50.0)	8 (10.5)	2 (2.6)
When I experience a problem with ESL	21 (28.4)	33 (44.6)	16 (21.6)	4 (5.4)	6 (7.8)	36 (46.8)	30 (39.0)	5 (6.5)

homework I know where to search for answers								
I believe ESL is a difficult subject	2 (2.7)	9 (12.3)	35 (47.9)	27 (37.0)	10 (13.0)	14 (18.2)	38 (49.4)	15 (19.5)
Most skills I learned in ESL are useful in my everyday life	58 (78.4)	15 (20.2)	1 (1.4)	0 (0.0)	32 (41.6)	34 (44.2)	9 (11.7)	2 (2.6)
I believe ESL is an important subject	70 (94.6)	4 (5.4)	0 (0.0)	0 (0.0)	59 (76.6)	15 (19.5)	1 (1.3)	2 (2.6)
I like ESL subject	35 (47.3)	35 (47.3)	4 (5.4)	0 (0.0)	29 (38.2)	43 (56.6)	3 (3.9)	1 (1.3)
I am happy that ESL is compulsory up to Grade 12	47 (63.5)	22 (29.7)	3 (4.1)	2 (2.7)	40 (51.9)	25 (32.5)	6 (7.8)	6 (7.8)
I like going to ESL lessons	31 (41.9)	40 (54.1)	3 (4.1)	0 (0.0)	31 (40.3)	42 (54.5)	3 (3.9)	1 (1.3)
ESL is easier than other subjects	8 (10.8)	29 (39.2)	26 (35.1)	11 (14.9)	3 (4.1)	9 (12.2)	39 (52.7)	23 (31.1)
I think ESL will help me in my future career	70 (94.6)	3 (4.1)	1 (1.4)	0 (0.0)	51 (67.1)	22 (28.9)	3 (3.9)	0 (0.0)
Most of what I learn in ESL is useful in daily living.	41 (55.4)	32 (43.2)	1 (1.4)	0 (0.0)	12 (15.6)	52 (67.5)	10 (13.0)	3 (3.9)
I panic when confronted with unfamiliar English words in ESL in the class	19 (26.0)	21 (28.8)	26 (35.6)	7 (9.6)	18 (23.7)	27 (35.5)	23 (30.3)	8 (10.5)

In this report the two responses (SA+A) were grouped together and also were the two responses of (SD+D) to provide the extent of agreement or disagreement with each statement in Table 2.

Table 2 shows that 100% of the learners at School A agreed with the statement “I enjoy ESL lessons” while only 29.9% of the learners at School B agreed with the same statement. More than half (52.1%) of the learners at School A agreed that everyone can do well in ESL while 20.8% of their counterparts at School B agreed with the statement. About eighty four percent (83.6%) of the learners at School A and 86.8% at School B agreed that they always did their ESL homework on time. On the actual length of time spent on ESL exercises, 36% of School A learners agreed that they spent “a lot of time on ESL” whereas 77% of School B learners agreed that they spent a lot of time on ESL.

Only 15% of the learners at School A agreed that ESL was a difficult subject compared to 31.2% at School B. Over seventy percent (73%) of School A learners agreed that they knew where to search for answers when they experienced a problem in ESL, and only 54.6% of learners at School B did. The results further show that about 3.9% of the learners at School B disagreed with the statement that ESL was an important subject compared to none at School A. Furthermore, 15.6% of learners at School B disagreed with the statement that they were happy that ESL was compulsory up to Grade 12 while only 6.8% of School A learners did so. The majority of learners from the two schools agreed that they liked ESL subject (94.6% from School A and 94.8% from School B). On the other hand, 16.3% of the learners

from School B agreed with the statement that ESL was easier than other subjects compared to 50% of learners at School A.

Furthermore, 16.9% of the learners at School B strongly disagreed with the statement that most skills they learned in ESL were useful in their everyday lives; only 1.4% of the learners at School A disagreed with the statement. Over 90% of the learners from the two schools agreed that ESL would help them in their future careers while over 50% of the learners from the two schools agreed that they panicked when confronted with unfamiliar English words in ESL. Moreover, 35.6% of the learners at School A agreed with the statement that they spent a lot of time on ESL compared to 76.6% at school B (see Table 2).

Generally the attitudes of learners at School A toward ESL were positive and the majority of the learners thought ESL was not difficult compared to learners at School B. All the learners (100%) at School A were of the opinion that they enjoyed ESL lessons while less than 30% of the learners at School B were of the same view. Over 50% of the learners at school A were confident that everyone can do well in ESL compared to 20% of their counterparts at School B. However, learners at School A reported low confidence when it came to the actual length of time spent on ESL exercise, only 36% of learners indicated that they spent a lot of time on ESL lessons compared to more than 70% of learners at school B. Over 80% of the learners at the two schools were of the opinion that, what they learnt in ELS was useful in their daily life and thought that most skills they learnt in ELS were useful in their everyday lives and helped them with their future career choices.

It seems that the majority of the learners from School A had positive attitudes towards ESL compared to learners at School B. A positive attitude toward ESL as a subject makes a difference between achievement and failure.

4.2.3 Learners' perceptions of the teacher factors that affect their performance in ESL

The responses of the learners of the teacher factors that affected their performance in ESL are given in Table 3. A four point scale (SA=Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree) was used.

Table 3: Learners' perceptions of the teacher factors that affect their performance in ESL (N= 151).

Statement	School A				School B			
	Frequency (%)				Frequency (%)			
	SA	A	D	SD	SA	A	D	SD
Teachers give enough work in ESL	36 (48.6)	26 (35.1)	7 (9.5)	5 (6.8)	14 (18.2)	37 (48.1)	18 (23.4)	8 (10.4)
Teachers give the impression that ESL is difficult	1 (1.4)	10 (13.5)	29 (39.2)	34 (45.9)	2 (2.6)	11 (14.3)	38 (49.4)	26 (33.8)
Teachers spend too much time on topics they are comfortable teaching	14 (18.9)	10 (13.5)	27 (36.5)	23 (31.1)	15 (19.5)	31 (40.3)	24 (31.2)	7 (9.1)
Teachers do not explain some words in ESL to learners	5 (6.8)	13 (17.6)	24 (32.4)	32 (43.2)	13 (16.9)	26 (33.8)	26 (33.8)	12 (15.6)

Teachers use only one teaching method to teach ESL	6 (8.1)	14 (18.9)	28 (37.8)	26 (35.1)	9 (11.7)	29 (37.7)	24 (31.2)	15 (19.5)
Teachers give ESL homework to learners as punishment	0 (0.0)	0 (0.0)	17 (23.3)	56 (76.7)	2 (2.6)	10 (13.2)	20 (26.3)	44 (57.9)
Teachers give easy ESL activities to learners to do	7 (9.6)	10 (13.7)	37 (50.7)	19 (26.0)	6 (7.8)	19 (24.7)	34 (44.2)	18 (23.4)
ESL teachers use local languages in teaching ESL	6 (8.1)	12 (16.2)	17 (23.0)	39 (52.7)	7 (9.1)	10 (13.0)	27 (35.1)	33 (42.9)
ESL teachers do not mark learners' activities on time	4 (5.5)	11 (15.1)	29 (39.7)	29 (39.7)	7 (9.2)	15 (19.7)	28 (36.8)	26 (34.2)

In this report the two responses SA and A were grouped together and also the two responses of SD and D to provide extent of agreement or disagreement with each statement in Table 3.

Table 3 results indicate that 83.7% of learners at School A agreed with the statement that teachers gave enough work in ESL compared to 62.3% of learners at School B. While 15.8% of learners at School B agreed with the statement that teachers gave ESL homework to learners as punishment, none of the learners at School A agreed with the statement.

Moreover, it was found that 59.8% of learners at School B agreed that teachers spent too much time on topics that they were comfortable teaching, while 67.7% of learners at School A disagreed with this statement. In addition, 23.4% of the learners at School A agreed that ESL teachers did not explain some words in ESL to learners as compared to 50.7% of learners at School B. On the other hand, more than 75% of learners at the two schools disagreed with the statement that teachers used local languages in teaching ESL. Further, Table 3 shows that 23.3% of learners from School A and 32.5% from School B agreed with the statement that teachers gave easy ESL activities to learners to do. However, 27% of learners from School A agreed with the statement that teachers used only one teaching method to teach ESL as compared to 49.4% of learners at school B. Table 3 further shows that 20% of learners from School A agreed with the statement that ESL teachers did not mark learners' activities on time compared to 28.9% of their counterparts at School B.

4.2.4 Learners' perceptions of the learner factors that affect their performance in ESL

In order to get a deeper understanding of the learner related factors that affected the learners' performance in ESL, the learners were asked to rate the statements using a four point scale (i.e., SA=Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree). See Table 4.

Table 4: Learners' perceptions of the learner factors that affect their performance in ELS (N= 151).

Statement	School A				School B			
	Frequency (%)				Frequency (%)			
	SA	A	D	SD	SA	A	D	SD
I lack basic ESL knowledge from lower grades	18 (24.3)	15 (20.3)	21 (28.4)	20 (27.0)	25 (32.9)	25 (32.9)	11 (14.5)	15 (19.7)
I do my ESL work on time	22 (30.1)	43 (58.9)	7 (9.6)	1 (1.4)	24 (31.2)	41 (53.2)	11 (14.3)	1 (1.3)
I read interesting novels and poetry that captivate my interest to learn ESL	24 (32.4)	24 (32.4)	19 (25.7)	7 (9.5)	24 (31.6)	34 (44.7)	12 (15.8)	6 (7.9)
ESL topics that I am given are challenging	13 (17.6)	39 (52.7)	20 (27.0)	2 (2.7)	15 (19.5)	35 (45.5)	23 (29.9)	4 (5.2)
I am fearful of ESL classes	6 (8.1)	13 (17.6)	24 (32.4)	31 (41.9)	7 (9.1)	20 (26.0)	40 (51.9)	10 (13.0)
I panic when I meet unfamiliar ESL questions	10 (13.5)	29 (39.2)	27 (36.5)	8 (10.8)	15 (19.5)	26 (33.8)	27 (35.1)	9 (11.7)
I do not pay attention to the teachers during ESL lessons	2 (2.7)	9 (12.3)	30 (41.8)	32 (43.8)	1 (1.3)	9 (11.7)	37 (48.1)	30 (39.0)
I sometimes spend too much time on ESL questions that I do not understand	15 (20.3)	37 (50.0)	12 (16.2)	10 (13.5)	32 (41.6)	29 (37.7)	8 (10.4)	8 (10.4)
I usually do well in ESL when teachers use concrete examples during teaching	30 (40.5)	36 (48.6)	8 (10.8)	0 (0.0)	11 (14.7)	46 (61.3)	16 (21.3)	2 (2.7)
I do not read ESL questions carefully	9 (12.2)	13 (17.6)	42 (56.8)	10 (13.5)	7 (9.1)	25 (32.5)	30 (39.0)	15 (19.5)

Learners who are doing well in ESL do not help others with ESL problems	11 (14.9)	9 (12.2)	30 (40.5)	24 (32.4)	37 (49.3)	21 (28.0)	9 (12.0)	8 (10.7)
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The results in Table 4 show that 65.8% of the learners at School B agreed that they lacked basic ESL knowledge from the lower grades while only 44.6% of the learners at School A agreed with the statement. Moreover, 25.7% of the learners from School A agreed with the statement that they were fearful of ESL classes while 35.1% of the learners at School B also agreed with the statement. However, it was noted that 89.1% of the learners at School A agreed that they usually did well in ESL when teachers used concrete examples during teaching, as compared to 76.0% of the learners at School B. More than 80% of learners at the two schools agreed that they did their ESL work on time. The results further indicate that 77.3% of the learners at School B agreed that learners who were doing well in ESL did not help others with ESL problems while only 27.1% of learners at School A agreed with the same statement. More than 80% of the learners at the two schools disagreed that they did not pay attention to the teachers during ESL lessons. In addition, more than 60% of the learners at the two schools agreed that ESL topics that they were given were challenging, and more than 50% agreed that they panicked when they met unfamiliar ESL questions. Interestingly, 76.3% of the learners at School B agreed that they read interesting novels and poetry that captivated their interest to learn ESL compared to 64.8% of learners at School A. Over 70% (70.3%) of the respondents at School A disagreed with the statement that they did not read ESL questions carefully during examinations; while 58.5% of learners at School B disagreed.

Table 4 also shows that 55.4% of the learners at school A felt they had basic ESL knowledge from the lower grades compared to 34.2% of the learners at School B. Similarly, over 70% of the learners at School A indicated that learners who were doing well in ESL helped others with ESL problems while only 22% of the learners at school B indicated the same. The findings of this study seem to suggest that learners at School B did not seem to have gained ESL knowledge from the lower grades compared to learners at school A.

4.2.5 The learners' perceptions of the classroom factors that affect their performance in ESL

The other variable that was tested that could have an impact on learners' performance in ESL was the classroom environment. The learners' responses with regards to their views about classroom factors that might affect their performance in ESL are given in Table 5. A four point scale (SA=Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree) was used.

Table 5: Learners' perceived classroom factors that affect their performance in ESL (N= 151)

Statement	School A				School B			
	Frequency (%)				Frequency (%)			
	SA	A	D	SD	SA	A	D	SD
Poor learning environment (classroom) makes me perform poorly in ESL	11 (14.9)	10 (13.5)	17 (23.0)	36 (48.6)	17 (22.4)	11 (14.5)	22 (28.9)	26 (34.2)
Two to three learners share one ESL text book	3 (4.1)	5 (6.8)	17 (23.0)	49 (66.2)	40 (51.9)	22 (28.6)	5 (6.5)	10 (13.0)
There are not enough ESL resources in classroom	11 (14.9)	17 (23.0)	18 (24.3)	28 (37.8)	28 (36.4)	37 (48.1)	9 (11.7)	3 (3.9)
The learners do not pay attention in ESL classes	12 (16.2)	33 (44.6)	22 (29.7)	7 (9.5)	10 (13.2)	30 (39.5)	32 (42.1)	4 (5.3)

In this study the two responses SA and A were grouped together and also the two responses of SD and D to provide the extent of agreement or disagreement with each statement in Table 5.

The results in Table 5 reveal that 71.6% of the learners at School A disagreed with the statement that poor learning environment made them perform poorly in ESL, whereas 63.1% of learners at School B disagreed with the statement. Furthermore, only 10.9% of the learners at School A agreed that two to three learners shared one ESL textbook, while 80.5% of learners at School B agreed with the statement. The results appear to show that School B did not have enough learning materials for the

ESL learners as compared to School A. More than 80% of ESL learners at school A revealed that they had their own textbooks and were not required to share them with others. Besides the lack of textbooks which seemed to influence the learners' performance negatively at School B, the findings also revealed that there were not enough ESL resources in classrooms at School B.

The findings further show that, only 37.9% of the learners at School A agreed with the statement that there were not enough ESL resources in classrooms while at School B, 84.5% of learners agreed. Over 52% of learners at School B agreed that learners did not pay attention in ESL classes compared to 60.8% of learners at School A. The classroom environment seems to provide an opportunity for learners at School A to study ESL as compared to School B. It also seems that some of the learners did not make use of the opportunities provided to them during the ESL classes.

4.2.6 The learners' perceptions of the school factors that affect their Performance in ESL

Table 6 presents learners' perceptions of the school factors that affect their performance in ESL. A four point scale of SA=Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree was used.

Table 6: Learners' perceived school factors that affect their performance in ESL (N=151)

Statement	School A				School B			
	Frequency (%)				Frequency (%)			
	SA	A	D	SD	SA	A	D	SD
School principal monitors learners' ESL work i.e. homework, class work, etc.	3 (4.1)	10 (13.5)	26 (35.1)	35 (47.3)	5 (6.5)	15 (19.5)	28 (36.4)	29 (37.7)
School principal encourages the use of local languages in classrooms	3 (4.1)	7 (9.5)	16 (21.6)	48 (64.9)	18 (23.7)	15 (19.7)	19 (25.0)	24 (31.6)
Classrooms are too crowded for teachers to assist all learners during ESL lessons	10 (13.5)	7 (9.5)	20 (27.0)	37 (50.0)	24 (31.2)	24 (31.2)	17 (22.1)	12 (15.6)
There are not enough ESL teachers in our school	5 (6.8)	5 (6.8)	25 (33.8)	39 (52.7)	26 (34.2)	14 (18.4)	24 (31.6)	12 (15.8)
The school has a school library	56 (75.7)	17 (23.0)	0 (0.0)	1 (1.4)	52 (67.5)	24 (31.2)	1 (1.3)	0 (0.0)
The school has ESL materials e.g. textbooks, dictionaries, etc.	58 (78.4)	13 (17.6)	2 (2.7)	1 (1.4)	12 (15.6)	32 (41.6)	14 (18.2)	19 (24.7)
ESL teachers are not qualified	1 (1.4)	2 (2.7)	8 (10.8)	63 (85.1)	9 (12.0)	13 (17.3)	21 (28.0)	32 (42.7)

The results in Table 6 show that the learners at the two schools agreed that the principals did not monitor the learners' work as they were supposed to do. The data revealed that 74.1% of the learners at School B agreed that the school principal did not monitor learners' ESL work (i.e. homework, class work, etc.) and 82.4% of learners at School A also agreed. Table 6 further indicates that only 13.6% of respondents at School A agreed that the school principal encouraged the use of local languages in the classroom compared to 43.4% of learners at School B, while 62.4% of learners at School B agreed that classrooms were too crowded for teachers to assist all learners during ESL lessons, only 23% of learners at School A agreed with the statement. Furthermore, 86.5% of the learners at School A disagreed with the statement that there were not enough ESL teachers in the school while 47.4% of learners at School B also disagreed with the statement. Over 90% of the learners at the two schools agreed that the schools had school libraries.

The results from the learners at the two Schools seem to show that the school principals did not carry out their responsibilities of monitoring the work of the ESL teachers and learners. The results show that more than 70% of ESL learners at the two schools were of the view that the school principals hardly monitored their ESL work. Further, the results showed that the ESL teachers in School B were not enough and classrooms were overcrowded for them to assist all learners during ESL lessons. The results appear to suggest that ESL teachers in School B were under great pressure to provide ESL instruction in overcrowded classrooms.

4.2.7 The learners' perceptions of the parental factors that affect their performance in ESL

Table 7 shows learners' perceptions of parental factors that affect their performance in ESL.

Table 7: Learners' perceptions of parental factors that affect their performance in ESL (N=151)

Statement	School A				School B			
	Frequency (%)				Frequency (%)			
	SA	A	D	SD	SA	A	D	SD
My parents encourage me to do well in ESL	54 (73.0)	16 (21.6)	4 (5.4)	0 (0.0)	57 (74.0)	17 (22.1)	0 (0.0)	3 (3.9)
My parents provide me with ESL materials	13 (17.6)	32 (43.2)	19 (25.7)	10 (13.5)	19 (24.7)	29 (37.7)	17 (22.1)	12 (15.6)
My parents support me in doing ESL exercises at home	10 (13.7)	19 (26.0)	30 (41.1)	14 (19.2)	13 (16.9)	17 (22.1)	31 (40.3)	16 (20.8)
My parents have adequate English knowledge to guide and support me in ESL	10 (13.5)	21 (28.4)	26 (35.1)	17 (23.0)	8 (10.4)	31 (40.3)	18 (23.4)	20 (26.0)
My parents have negative attitudes towards ESL	2 (2.7)	7 (9.5)	20 (27.0)	45 (60.8)	7 (9.3)	13 (17.3)	24 (32.0)	31 (41.3)

Key: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

The findings in Table 7 show that 39.7% of learners at School A and 39% of learners at School B agreed with the statement that their parents supported them in doing ESL exercises at home. Although 94.6% of learners at School A and 96.1% of learners at School B agreed that their parents encouraged them to do well in ESL, 39.2% of learners at School A and 37.7% of learners at School B indicated that their parents did not provide them with ESL materials. Further, 50.4% and 58.1% of learners at School A and School B respectively disagreed with the statement that their parents had adequate English knowledge to guide and support them in ESL. Whereas 41.3% of learners at School B disagreed with the statement that their parents had negative attitudes toward ESL, as many as 60.8% of learners at School A disagreed with the statement.

These findings show that over 60% of learners reported that their parents provided them with ESL materials. The finding with regard to parental involvement in their children's education showed that the majority of parents did not assist their children with ESL homework and other school activities given to the learners. The findings of this study further showed that more than 70% of the learners from the two schools revealed that the majority of parents/guardians appeared to have positive attitudes toward ESL.

The findings give the impression that some parents did not consider it important to provide their children with ESL materials. The findings further seem to imply that some parents lacked education and therefore lacked the English knowledge to guide and support their children in ESL learning and in doing ESL exercises at home. The

offering of practical assistance to children or helping them with school work would considerably motivate and encourage them to do well at school.

4.2.8 The learners' perceptions of the curriculum factors that affect their performance in ESL

The learners' perceptions on curriculum factors that affect their performance in ESL are given in Table 8.

Table 8: Learners' perceptions of the curriculum factors that affect learners Performance in ESL (N=151)

Statement	School A				School B			
	Frequency (%)				Frequency (%)			
	SA	A	D	SD	SA	A	D	SD
ESL should be compulsory from Grade 1 to Grade 12	63 (85.1)	9 (12.2)	1 (1.4)	1 (1.4)	56 (72.7)	11 (14.3)	7 (9.1)	3 (3.9)
More periods should be assigned to ESL subject per week	27 (36.5)	25 (33.8)	15 (20.3)	7 (9.5)	28 (36.4)	36 (46.8)	13 (16.9)	0 (0.0)
Time allocated for ESL lessons is enough	29 (39.2)	25 (33.8)	11 (14.9)	9 (12.2)	17 (22.1)	23 (29.9)	18 (23.4)	19 (24.7)
ESL should be offered early on the timetable	29 (39.2)	29 (39.2)	13 (17.6)	3 (4.1)	31 (40.3)	32 (41.6)	11 (14.3)	3 (3.9)
Study of literature in ESL is compulsory	21 (28.4)	19 (25.7)	23 (31.1)	11 (14.9)	13 (16.9)	34 (44.2)	17 (22.1)	13 (16.9)

Key: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

Table 8 indicates that 85.1% of the learners at School A and 72.7% at School B strongly agreed that ESL should be compulsory from Grade 1 to Grade 12. On the other hand 83.2% of the learners at School B and 70.3% of learners at School A agreed that more periods should be assigned to ESL subject per week. Further, 73% of the learners at School A agreed with the statement that time allocated for ESL lessons was enough, whereas only 52% of learners at School B agreed with the statement. Furthermore, 81.9% of learners at School B and 78.4% of learners at School A agreed that ESL should be offered early on the timetable. Also 44.2% of learners at School B agreed with the statement that the study of literature in ESL was compulsory whereas only 25.7% of learners at School A agreed with the statement. From the learners' responses, it is clear that periods assigned to ESL subject per week were not sufficient. More than 70% of the learners at school A and 80% of learners at school B were of the opinion that more periods should be assigned to ESL subject per week.

The conclusion here is that six periods of 40 minutes duration each allocated for ESL at Grade 12 seem not to be enough for the learners to benefit from the lessons.

4.2.9 Suggestions on what the teachers, the school principals and the Ministry of Education should do to improve the learners' performance in ESL

The last question in the learners' questionnaire was a three-pronged open-ended question whereby learners had to make suggestions about what they thought the ESL teachers, the principals and the Ministry of Education could do to improve learners' performance in ESL. Their responses are given in Table 9(a) to 9(c).

Table 9(a): What ESL teachers should do to improve the learners' performance in ESL as indicated by the learners (N=151)

ESL teachers should:

- Provide the necessary ESL learning resources [1 (1.8%)].
- Give more activities/enough work in ESL [71 (32.4%)].
- Use a variety of teaching methods [11 (5.0%)].
- Employ qualified teachers [3 (1.4%)].
- Teachers should not bunk classes [17(7.8%)].
- Encourage learners to speak English at school [26 (11.9%)].
- Spend more time helping learners with their work [17 (7.8%)].
- Ensure learners submit work on time [2 (0.9%)].
- Teacher should help each learner in their individual problems [9 (4.1%)].
- Ensure each learner understands one topic [1(1.3%)].
- Spend enough time on each topic [4 (1.8%)].
- Introduce extra teaching after school [2 (0.9%)].
- Teacher should use past papers in teaching [5 (2.3%)].
- Explain more to the learners about the topic at hand [1 (0.5%)].
- Encourage learners to face ESL-related challenges [3 (1.4%)].
- Encourage sharp learners to help the slower ones [5 (2.3%)].
- Teach learners more on listening skills [4 (1.8%)].
- ESL should be taught in English, not in local language [13 (5.9%)].
- Teachers should provide feedback on given activities [4(1.8%)].
- Introduce quiz competitions [1(0.5%)].
- Provide learners with ESL syllabi [2 (0.9%)].

- Encourage essay writing [6(2.7%)].
- Encourage learners to work hard in ESL [3(1.4%)].
- Don't use local languages in teaching ESL [2 (2.6%)].
- Ensure that learners do not bunk classes = [1 (0.5%)].
- Introduce weekly debating classes [1 (0.5%)].
- Use past papers to teach [1 (1.3%)].
- Give novels to enable wide reading [1 (1.4%)].

Table 9(b): What school principals should do to improve the learners' performance in ESL as indicated by the learners (N=151)

Principals should:

- Advise learners to speak English every time [22 (10.3%)].
- Visit ESL classes to observe how the teaching is going on [16 (7.5%)].
- Monitor learners' work [7(3.3%)].
- Encourage teachers to use variety of teaching methods in teaching ESL [11 (5.1%)].
- Provide the necessary learning resources [22(10.3)].
- Encourage teachers to give more activities/enough homework/ challenging activities in ESL [36 (16.8%)].
- Employ qualified teachers [10 (4.7%)].
- Discourage ESL teachers not to use local languages in teaching ESL [9 (4.2%)].
- Ensure that teachers do not bunk classes/are punctual for lessons [12(5.6%)].
- Encourage learners to speak English at school [22(10.3%)].
- Ensure learners submit works on time [2(0.9%)].
- Ensure that teachers spend more time helping learners with their work [16(7.5%)].
- Ensure that learners do not bunk classes [2(0.9%)].
- Introduce extra teaching after school/during holiday [4(1.9%)].
- Introduce weekly debating classes/English club in school [10(4.7%)].
- Emphasize on the teaching of learners more one listening skills [7(3.3%)].
- Ensure that teachers help learners with their individual problems [1(0.5%)].
- Introduce quiz competitions at school [3(1.4%)].

- Encourage learners to read novels [2 (0.9%)].
- Ensure that school libraries are functional [2(0.9%)].
- Ensure that teachers are serious with their work [10(4.7%)].
- Ensure that ESL is taught every day [1(0.5%)].
- Encourage learners to face ESL-related challenges [5(2.3%)].
- Ensure that teachers provide feedback on given activities [4(1.8%)].

Table 9(c): What Ministry of Education should do to improve the learners' performance in ESL as indicated by the learners (N=151)

Ministry of Education should:

- Provide enough ESL materials [99 (41.9%)].
- Visit schools to see how learners are performing [9 (4.2%)].
- Provide enough qualified teachers [24 (11.2%)].
- Make ESL compulsory from Grade 1 to Grade 12[9(4.2%)].
- Provide schools with internet and computers [3 (1.4%)].
- Extend examination time to three hours [6 (2.8%).]
- Motivate ESL teachers [5 (2.3%)].
- Introduce inter-school debating/ESL clubs [10 (4.7%)].
- Every school must have a library [6 (2.8%)].
- Encourage teachers to motivate learners to study ESL [3 (1.4%)].
- Ensure that only qualified teachers should be allowed to teach ESL [5(2.3%)].
- More time should be allocated to ESL lessons [3 (1.4%)].
- Conduct training workshops for ESL teachers [10 (4.7%)].
- Provide conducive environments in schools [3(1.4%)].
- Pay surprise visits to schools [2(0.9%)].
- Electrify schools to facilitate night studies [3(1.4%)].
- Don't admit only learners with low points to the same school so that they help each other [3(1.4%)].
- The minister should visit schools to motivate learners [18 (8.4%)].
- Provide enough class rooms [3 (1.4%)].

The findings in Table 9(a) demonstrate that the major ways for improvement as suggested by the learners were that teachers should increase the amount of exercises given in ESL classes; should not dodge classes and should come up with some mechanisms that would encourage learners to speak English while at school. Other ways for improvement as suggested by the learners were that teachers should spend more time helping learners with their work and that ESL should be taught in English, and not in the local languages.

With respect to what the principals should do, Table 9(b) suggests that the principals should encourage teachers to give more activities; give enough homework; give challenging activities to ESL learners; do regular class visits to observe how the teaching was going on; encourage ESL learners to speak English every time and to work hard. The ESL learners further suggested that the principals should provide necessary learning resources in schools.

The findings in Table 9(c) show that the Ministry of Education (MoE) should provide enough teaching and learning materials, and regularly visit schools to see how learners were performing and motivate them to do well in ESL. They further suggested that the MoE should provide enough qualified ESL teachers and conduct training workshops for ESL teachers.

4.3 TEACHERS' RESPONSES

This section presents the information collected from the ESL teachers in the two selected senior secondary schools.

4.3.1 Biographical information of the teachers

4.3.1.1 Ages and sex of the three ESL teachers

A total of 3 ESL teachers, one male and two females completed the questionnaires. There was one female ESL teacher at School A and two (one male and one female) ESL teachers at school B. The female ESL teacher at school A was aged between 20 to 25 years; while the female ESL teacher at School B was in the age group of 26-31 and the male ESL teacher at school B was in the age group of 44-49 years.

4.3.1.2 ESL teachers' Academic qualifications

The three ESL teachers were asked to indicate their highest academic qualifications. All three ESL teachers had teaching qualifications and were qualified ESL teachers. The two female ESL teachers (one from School A and one from School B) held the Bachelor of Education honours (B.Ed. honours) degree, while the male ESL teacher at School B had a Bachelor of Education (B. Ed.) degree. The findings seem to be contrary to the view expressed by Van Avemaet (2006) that learners in Namibia are taught by teachers who lack knowledge and skills necessary for quality instruction in ESL. From the above results one can conclude that teaching qualifications cannot be regarded as the only contributing factor to learners' low performance in ESL at School B.

4.3.1.3 Teaching experience

The ESL teachers were asked to indicate the number of years of teaching experience upon completion of their professional qualification.

The two ESL teachers at School B had teaching experience of between 6-10 years and 16-20 years, whereas the teacher at School A had teaching experience of between 1-5 years. These results seem to suggest that the ESL Grade 12 learners at School B were taught by experienced teachers with long years of teaching experience (6 to 20 years) as compared to School A ESL teacher whose years of teaching experience was between 1 to 5 years. This finding appears to contradict Knapp's (2006) view that availability of properly trained and experienced ESL teachers at any school is very important for better learners' academic performance in ESL. As indicated in this study, ESL teachers at School B had longer teaching experience as compared to ESL teacher at School A, who still managed to produce better learners' examination results.

4.3.1.4 Current post

The ESL teachers' responses, with regard to the positions they were occupying at school, showed that one of the teachers at school B was a Head of Department (HoD), while the two remaining ESL teachers (one from School A and one from School B) were ordinary classroom teachers. It should be pointed out that the position of a HoD in any school setting in Namibia is a managerial one and hence expected to produce better results.

4.3.1.5 Average number of learners in ESL classrooms

The two ESL teachers at school B indicated that the class sizes were between 38 and 43 learners. The ESL teacher at School A reported a class size of between 32 and 37. As far as teacher-learner ratio was concerned, all the three ESL teachers reported having over 30 learners in their classes, and felt that classrooms were too crowded to assist all learners during ESL lessons. The class-sizes at school B were relatively higher compared to school A. This finding seems to suggest that teachers in the two schools were under pressure to improve the learners' performance in overcrowded classrooms.

4.3.1 ESL teachers' perceptions of the teacher factors that affect learners' performance in ESL

The teachers' findings with regard to the teacher factors that affect learners' performance in ESL are given in Table 12.

Table 12: ESL teachers' perceptions of the teacher factors that affect learners' performance in ESL (N=3)

Statement	School A				School B			
	SA	A	D	SD	SA	A	D	SD
I prepare for ESL lessons.	0	1	0	0	2	0	0	0
My English is good to make learners understand me.	0	1	0	0	2	0	0	0
I was not trained in the teaching of ESL.	0	0	1	0	0	0	0	2
I find it hard to identify appropriate exercises to fit the ESL syllabus.	0	1	0	0	0	0	0	2
I use both local language and English to assist learners to understand ESL concepts better.	0	0	1	0	1	0	0	1
I believe ESL is a difficult subject.	0	0	0	1	0	0	0	2
I do not have enough English knowledge to teach ESL to my learners.	0	1	0	0	0	1	1	0
I use concrete examples from the environment when teaching ESL.	0	0	1	0	0	1	1	0

Key: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

Table 12 shows that the three ESL teachers at the two schools indicated that they prepared for teaching ESL lessons. In addition, they indicated that their English was good to make learners understand them. Further, all three teachers agreed that they were trained in the teaching of ESL.

The ESL teacher at School A disagreed that she used both the local language and English to assist learners to understand ESL concepts better, whereas one of the teachers at School B strongly disagreed with the statement. Further, the one ESL teacher at School A admitted to not having enough English knowledge to teach ESL to learners. One of the two ESL teachers at School B agreed with the statement.

Furthermore, the ESL teacher at School A disagreed with the statement that she used concrete examples from the environment when teaching ESL, while one of the teachers at School B disagreed with the statement. The results further indicated that all 3 teachers felt that ESL was not a difficult subject.

4.3.2 The ESL teachers' perceptions of the learner factors that affect learners' performance in ESL

Table 13 presents the responses of the three ESL teachers regarding the learner factors that affect learners' performance in ESL.

Table 13: ESL teachers' perceptions of the learner factors that affect learners' Performance in ESL (N=3)

Statement	School A				School B			
	SA	A	D	SD	SA	A	D	SD
Learners do not understand the importance of English as a means of communication	1	0	0	0	0	1	1	0
Learners find it difficult to understand the examination questions in ESL papers.	1	0	0	0	1	1	0	0
Learners have poor English background from lower grades	1	0	0	0	1	1	0	0
Learners take ESL work seriously	0	0	0	1	0	0	1	1
Learners speak English without fear	0	0	1	0	0	0	1	1
Learners pay attention to teachers during ESL lessons	0	0	1	0	0	1	1	0
Learners believe that English is difficult to understand	0	1	0	0	1	1	0	0

Key: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

Table 13 shows that two of the three ESL teachers indicated that learners did not understand the importance of English as a means of communication. All three agreed that learners found it difficult to understand the examination questions in ESL

papers; learners had poor English background from lower grades; and learners believed that English was difficult to understand.

On the other hand, all the three ESL teachers disagreed that learners took ESL work seriously; and learners spoke English without fear. The ESL teacher at School A and one ESL teacher at School B disagreed with the statement that learners paid attention to teachers during ESL lessons.

4.3.3 ESL teachers' perceptions of the parental factors that affect learners' performance in ESL

Table 14 presents the responses of the ESL teachers of the parental factors that affect learners' performance in ESL.

Table 14: ESL teachers' perceptions of the parental factors that affect learners' Performance in ESL (N=3)

Statement	School A				School B			
	SA	A	D	SD	SA	A	D	SD
Parents support their children in doing ESL exercises at home.	0	0	1	0	0	0	0	2
Parents provide their children with required materials e.g. textbooks, dictionaries, newspapers, magazines, etc. to help them learn ESL better.	0	1	0	0	0	1	0	1
Parents have negative attitudes towards ESL learning.	0	0	1	0	0	0	1	1
Parents have enough English knowledge to give guidance and support their children in ESL.	0	0	1	0	0	0	1	1
Parents motivate and encourage their children to do well in ESL.	0	1	0	0	0	1	1	0

Keys: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

The results in Table 14 show that all the three ESL teachers disagreed with the statement that parents supported their children in doing ESL exercises at home. They further disagreed with the statement that parents had enough English knowledge to give guidance and support to their children. Furthermore, one ESL teacher at school B and the one ESL teacher at School A agreed that parents motivated and encouraged their children to do well in ESL.

Table 15: ESL teachers' perceptions of the school factors that affect learners' Performance in ESL

Statement	School A				School B			
	SA	A	D	SD	SA	A	D	SD
The principal monitors and controls teachers' work in ESL.	0	0	1	0	0	0	2	0
The principal encourage the use of local language in ESL classes.	0	0	1	0	0	1	1	0
The School Cluster System helps teachers in sharing ideas in the teaching of ESL.	0	0	1	0	0	0	1	1
The HoDs hold ESL subject meetings regularly.	0	0	1	0	0	1	0	1
ESL Subject Advisory teachers do not visit schools regularly.	0	1	0	0	0	1	1	0
The principal does not monitor assessment of learners in ESL regularly.	0	1	0	0	0	1	1	0
The principal assesses teaching of ESL in classrooms regularly.	0	1	0	0	0	0	2	0
Classrooms are too crowded for teachers to assist all learners during ESL lessons.	1	0	0	0	0	2	0	0
The school does not have ESL materials, e.g. textbooks, dictionaries, etc.	1	0	0	0	0	0	2	0
The school does not have a school library.	0	0	1	0	0	1	0	1

Keys: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

The results in Table 15 show that all three ESL teachers disagreed that the principal monitored and controlled teachers' work in ESL. Further, all three ESL teachers

disagreed with the statement that the School Cluster System helped teachers in sharing ideas in the teaching of ESL. In addition, all three teachers agreed that classrooms were too crowded for teachers to assist all learners during ESL lessons.

One teacher from School B agreed that the principal encouraged the use of local language in ESL classes. One ESL teacher from school B agreed that the HoDs held ESL subject meetings regularly. In addition, two of the ESL teachers (one from School A and the other from School B) agreed that ESL Subject Advisory teachers did not visit schools regularly.

Interestingly, the ESL teacher at School A agreed that the school had ESL materials such as textbooks and dictionaries, and none of the two teachers at School B agreed with the statement.

The results from Table 15 also indicate that ESL teachers expressed concern that the principals and HoDs were not serious with their work, since the evaluation and monitoring practices within the schools that would inform them of events occurring in the classrooms were not effective.

The findings seem to imply that the learners in schools performed poorly in ESL in part because the quality of their ESL teachers' performance was not properly monitored and supervised. The findings with regards to the Cluster System seem to indicate that the teachers felt that the system was not effective. Further, the teachers indicated that the ESL Advisory teachers did not visit schools regularly to facilitate

ESL activities in schools, and hence did not hold ESL subject meetings to discuss ESL subject related matters with ESL teachers in schools.

4.3.4 ESL teachers’ perceptions of the curriculum factors that affect learners’ performance in ESL

The responses of the ESL teachers’ perceptions of the curriculum factors that affect learners’ performance in ESL are given in Table 16.

Table 16: ESL teachers’ perceptions of the Curriculum factors that affect Learners’ performance in ESL

Statement	School A				School B			
	SA	A	D	SD	SA	A	D	SD
Time allocated for ESL lessons on the time-table is not enough.	0	0	1	0	0	0	0	2
ESL double periods should be provided on the timetable.	0	0	1	0	2	0	0	0
Compensatory teaching for ESL is scheduled on the timetable.	0	1	0	0	0	0	0	2
ESL should be offered early on the timetable.	1	0	0	0	1	0	1	0

Keys: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

Table 16 indicates that all three ESL teachers disagreed with the statement that time allocated for ESL lessons on the timetable was not enough. The two ESL teachers at School B strongly disagreed that compensatory ESL teaching was scheduled on the timetable.

Only the two ESL teachers at School B agreed that double periods for ESL should be provided on the timetable. One ESL teacher at School B and the one at School A strongly agreed that ESL should be offered early on the timetable. The conclusion here is that 10 periods of 40 minutes duration each allocated for ESL lessons at Grade 12 seemed to be sufficient for learners to benefit from the lessons. Furthermore, this finding seems to suggest that there were no strategies in School B to help low achieving learners to catch up and maintain progress with the rest of their classmates compared to School A. It is important that teachers conduct compensatory teaching with enrichment activities to support low achieving learners and improve their performance in ESL.

4.4 Comparison of school A and school B learners' responses on selected statements

Comparisons were made between some of the School A and School B learners' answers to eight statements to see if there were significant differences in what they viewed as the possible causes of poor performance among the Grade 12 ESL learners. Six comparisons indicated that there were significant differences in School A's and School B's answers (see Tables 17-24).

The following hypotheses were tested using the Chi-square statistic to find out if there was a significant difference or no significance difference among the tested items.

Hypothesis 1:

H₀: There is no significant difference between School A and School B learners' responses on whether learners enjoyed ESL.

H₁: There is a significant difference between School A and School B learners' responses on whether learners enjoyed ESL.

Table 17: School A and School B learners' answers on whether ESL learners enjoy ESL

	Responses								
	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		Total
	Counts		Counts		Counts		Counts		
School A	(29.4)	37	(42.1)	37	(2.45)	0	(0)	0	74
School B	(30.6)	23	(43.9)	49	(2.55)	5	(0)	0	77
Total		60		86		5		0	151

A Chi-square (X^2) test results gave a calculated value (X^2_{cal}) = 9.866 and standard value (X^2_{std}) = 9.488 at 0.05 with the degrees of freedom (df) = 3 which showed no significant difference in the learners' responses from the two schools on whether the learners enjoyed ESL lessons. Thus we accept the null hypothesis (H₀) and conclude that School A and School B learners' answers were not different with regard to whether the learners enjoyed ESL lessons.

There were more ESL learners in School A (100%) as opposed to School B (94%) who agreed that they enjoy ESL.

The study also tried to establish how the participants felt about the question “everyone can do well in ESL”. Table 18 presents the results of the learners from the two schools.

Hypothesis 2

H₀: There is no significant difference between School A and School B learners’ responses on whether everyone can do well in ESL.

H₁: There is a significant difference between School A and School B learners’ responses on whether everyone can do well in ESL.

Table 18: School A and School B learners’ answers on whether everyone can do well in ESL

	Responses								Total
	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		
	Counts		Counts		Counts		Counts		
School A	(6.33)	10	(19.8)	28	(35.3)	29	(11.2)	6	73.
School B	(6.63)	3	(21.0)	13	(37.4)	44	(11.9)	17	77.
Total		13		41		73		23	150

A Chi-square test done on this assertion gave a calculated value (X^2_{cal}) = 17.447 and standard value (X^2_{std}) = 7.815 at $df = 3$ at 0.05 level of significance which, leads to the rejection of the null hypothesis (H₀) in favour of the alternative. These results

show a significant difference in the way the participants responded to this question in the two schools.

There were more ESL learners in School B (79%) as opposed to school A (48%) who disagreed with the statement that everyone can do well in ESL.

The study also sought to find out how the participants in the two schools felt about the question on whether ESL was a difficult subject. Table 19 presents the results of the participants from the two schools.

Hypothesis 3

H₀: There is no significant difference between School A and School B learners' responses on whether ESL was a difficult school subject.

H₁: There is a significant difference between School A and School B learners' responses on whether ESL was a difficult school subject.

Table 19: School A and School B learners' answers on whether ESL was a difficult subject (N=151)

	Responses								
	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		Total
	Counts		Counts		Counts		Counts		
School A	(5.84)	2	(11.2)	9	(35.5)	36	(20.44)	27	73
School B	(6.16)	10	(11.8)	14	(37.5)	38	(21.56)	15	77
Total		12		23		73		42	150

A Chi-square test on the results showed $X^2_{\text{cal}} = 9.876$ and $X^2_{\text{std}} = 7.815$ with $df = 3$ at 0.05 level which lead to the rejection of the null hypothesis (H_0) and hence conclude that School A and School B learners' answers were different with regard to whether ESL was a difficult school subject.

There were more ESL learners in School A (85%) as opposed to School B (68%) who disagreed that ESL was a difficult subject.

The participants were then asked to give their choices on their agreement or disagreement to the assertion that ESL was a fearful school subject. Table 20 present the findings.

Hypothesis 4

H_0 : There is no significant difference between School A and School B learners' responses on whether they were fearful of ESL lessons.

H_1 : There is a significant difference between School A and School B learners' responses on whether they were fearful of ESL.

Table 20: School A and School B learners' answers on whether they were fearful of ESL lessons (N=151)

	Responses								Total
	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		
	Counts		Counts		Counts		Counts		
School A	(6.4)	6	(16.2)	13	(31.4)	24	(20.1)	31	74
School B	(6.6)	7	(16.8)	20	(32.7)	40	(20.9)	10	77
Total		13		33		64		41	151

A Chi-square test done on the results gave a calculated value of $X^2_{cal} = 16.26$ and $X^2_{std} = 5.991$ at $df = 3$ at 0.05 level of significance which leads to the rejection of the null hypothesis (H_0) and conclude that School A's and School B's answers were different with regard to whether ESL learners were fearful of ESL classes.

There were more ESL learners in School A (74%) as opposed to School B (53%) who disagreed that they were fearful of ESL lessons.

On the aspect of the sharing of one textbook by two or three learners, Table 21 presents the results from the two schools.

Hypothesis 5

H_0 : There is no significant difference between School A and School B learners' responses with regard to two to three learners sharing one ESL textbook.

H_1 : There is a significant difference between School A and School B learners' responses with regard to two to three ESL learners sharing one textbook.

Table 21: School A and School B learners' answers about two to three learners sharing an ESL textbook (N=151)

	Responses								
	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		Total
	Counts		Counts		Counts		Counts		
School A	(21.1)	3	(13.2)	5	(10.8)	17	(28.9)	49	74
School B	(21.9)	40	(13.8)	22	(11.2)	5	(30.1)	10	77
Total		43		27		22		59	151

A Chi-square test done on the results gave a calculate value of $X^2_{\text{cale}} = 74.84$ and $X^2_{\text{std}} = 7.815$ at $df = 3$ at 92% level of significance which leads to the rejection of the null hypothesis (H_0), and hence conclude that there was a significant difference between School A and School B learners' answers with regard to two to three ESL learners sharing one ESL textbook.

There were more ESL learners in School B (80%) as opposed to School A (10%) who agreed that two to three learners were sharing an ESL textbook.

The study also tried to establish whether the availability of enough ESL resources was a possible factor that could influence the performance of students in the two schools. Table 22 presents the results.

Hypothesis 6

H₀: There is no significant difference between School A and School B learners' responses on whether there were enough ESL resources in the classrooms.

H₁: There is a significant difference between School A and School B learners' responses on whether there were enough resources in the classrooms.

Table 22: School A and School B learners' answers on whether there were enough ESL resources in the classrooms (N=151)

	Responses								
	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		Total
	Counts		Counts		Counts		Counts		
School A	(19.1)	11	(26.5)	17	(13.7)	18	(15.2)	28	74
School B	(19.9)	28	(27.5)	37	(13.8)	9	(15.8)	3	77
Total		39		54		27		31	151

The results of the Chi-square test done on the results $X^2_{cal} = 37.77$ and $X^2_{std} = 7.815$ at 0.05 level of significance with $df = 3$ which lead to the rejection of the null hypothesis (H₀) and concluded that there were significant differences between School A and School B learners' answers with regard to whether there were enough ESL resources in the classrooms.

There were more ESL learners in School B (84%) as opposed to School A (37%) who agreed that there were enough ESL resources in the classrooms.

From observations, the participants from the schools used various ESL materials e.g. textbooks, dictionaries and other ESL materials. Therefore the study sought to establish whether the availability of these materials could be a possible factor that could influence students' performance on ESL examinations. Table 23 presents the results from the two schools.

Hypothesis 7

H₀: There is no significant difference between School A and School B learners' responses on whether there were ESL materials in the schools.

H₁: There is a significant difference between School A and School B learners' responses on whether there were ESL materials in the schools.

Table 23: School A and School B learners' answers on whether the schools had ESL materials e.g. dictionaries, textbooks, etc. (N=151)

	Responses								Total
	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		
	Counts		Counts		Counts		Counts		
School A	(34.3)	58	(22.1)	13	(7.8)	2	(9.8)	1	74
School B	(35.7)	12	(22.9)	32	(8.2)	14	(10.2)	19	77
Total		70		45		16		20	151

A Chi-square test done on these results gave a Chi-square calculated value ($X^2_{\text{calc}} = 48.319$) and std value ($X^2_{\text{std}} = 7.815$) at 0.05 level of significance with $df = 3$ which

leads to the rejection of the null hypothesis and concluded that there were differences in the responses from the two schools with regards to whether there were ESL materials such as dictionaries, textbooks, etc. in the schools.

There were more ESL learners in School A (96%) as opposed to School B (57%) who agreed that the school had enough ESL materials such as dictionaries, textbooks, etc.

In some schools parental support and guidance in doing ESL is thought to be an influential factor that determines the success of the students in ESL. This study tried to establish whether the parental support in the two schools was a possible factor that could impact positively on the performance of the learners. Table 24 presents the findings for the two schools A and B.

Hypothesis 8:

H₀: There is no significant difference between School A and School B learners' responses on whether their parents support them in doing ESL exercises at home.

H₁: There is a significant difference between School A and School B learners' responses on whether their parents support them in doing ESL exercises at home.

Table 24: School A and School B learners' answers on whether their parents support them in doing ESL exercises at home (N=151)

	Responses								
	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		Total
	Counts		Counts		Counts		Counts		
School A	(11.2)	10	(17.5)	19	(29.7)	30	(14.6)	14	73
School B	(11.8)	13	(18.4)	17	(31.3)	31	(15.4)	16	77
Total		23		36		61		30	150

A Chi-square test done on the results gave $X^2_{\text{calc}} = 3.769$ and $X^2_{\text{std}} = 7.815$ with $df = 3$ and 5% level of significance and lead to the acceptance of the null hypothesis (H_0) and concluded that School A's and School B's answers were not different with regard to whether their parents supported them in doing ESL exercises at home.

There were equal number of ESL learners in School A (60%) and School B (60%) who disagreed that their parents support them in doing ESL exercises at home.

The comparisons made among the eight statements from the learners' questionnaires to find out whether there were differences in the possible factors that influenced Grade 12 learners' performance in ESL in School A and School B. However, six comparisons indicated that there were differences in their answers. These significant differences between the respondents in the two schools might be the contributing factors to their performance in ESL. These findings corroborate with the findings of

Matjila (2004) who noted that there was inequality in the distribution of resources among the Namibian schools. Matjila (2004) argues that unequal distribution of resources to schools contributes negatively to poor performance and that resource allocation in Namibia favours some schools in the country.

4.5 ESL TEACHERS' AND SCHOOL PRINCIPALS' INTERVIEW RESPONSES

This section presents the information from the interviews with the three (3) ESL teachers and the two (2) school principals. Some responses were obtained from the questions which sought information regarding their perceptions of the factors contributing to learners' performance in ESL, major obstacles encountered by learners when learning ESL, the role of the school management in teaching and learning of ESL, teachers' and learners' classroom behaviours in the learning of ESL, what schools and teachers should do to enhance learners' performance in ESL, and suggestions for improving learners' performance in ESL. Two principals (a male and a female) and the three ESL teachers (one male and two females) were interviewed. The interview questions mainly asked respondents to identify factors that affect learners' performance and make suggestions for improvement (see Appendix C).

4.5.1 Factors influencing learners' performance in ESL as perceived by the school principals and ESL teachers

This section reports on the open-ended questions that were administered to the three ESL teachers and the two school principals. The findings that emerged from the

interviews with the ESL teachers and school principals are presented under the following headings: lack of resources, lack of parental involvement, ineffective teaching strategies, poor English Language proficiency, negative attitudes of teachers and learners toward ESL, socio-economic conditions of the learners, and lack of monitoring and support.

4.5.1.1 Lack of resources

The other major contributing factor to the poor learner performance in ESL noted by the participants was lack of resources. The shortage of textbooks, dictionaries, televisions, audiotapes, internets, and photocopier were experience most in School B as compared to School A. During the interviews with teachers, one of the teachers at School B indicated that the ESL teaching and learning materials available in school were not enough and two to three learners were required to share one textbook. Another ESL teacher at the same school remarked:

“Learners are forced to share ESL textbooks because the government failed to provide enough textbooks for the learners. You order 50 textbooks for instance, and you receive 4 and you will never receive the rest. One thing is, the school have many learners from disadvantaged communities and their parents cannot afford to buy ESL textbooks to supplement the government. How do you expect our poor kids to give us good results?”

Further, the two ESL teachers at School B identified the shortage of relevant textbooks and visual aids such as computers, overhead projectors, televisions and others as some of the major challenges the school faced. They claimed that in some

cases, the materials were available in school but they were not utilised to benefit the learners.

The school principal at School B also indicated that some ESL learners did not have enough needed ESL materials to assist them when preparing learners for examinations. Further, the principal at School B revealed that many learners in the school did not have all the required textbooks. He remarked:

“Learners in this school they do not have required number of textbooks. Yet they are expected to produce good result which is impossible.”

One of the ESL teachers at School B indicated that in worse situations, ESL learners depended only on the notes provided by the teachers and no required textbooks were available at all. These findings seem to support the data collected through the learners’ questionnaires. In the learners’ case more than 80% of ESL learners at School B who participated in the study indicated that two to three learners shared one ESL textbook and only 10% of learners at School A indicated the same. This finding seems to support those by Kizilbash (2006) who noted that the provision of ESL materials remains stretched across regions and schools, and as such the ESL examination results remained low. Kizilbash suggested that ESL learners needed to be exposed to ESL resources such as dictionaries, radios and others in order to improve their academic performance, to which suggestion I fully concur.

4.5.1.2 Lack of parental involvement in their children's education

The two principals and the three ESL teachers reported that lack of parental involvement in their children's education was one of the major contributing factors to poor performance among the Grade 12 ESL learners in their schools. The principal at School A indicated that some parents did not understand the value of the parents being involved in the education of their children. When the ESL learners were asked "to what extent their parents supported them in doing ESL exercises and home work at home", more than 60% of the ESL learners at School B indicated that their parents did not support them in doing ESL exercises at home.

One teacher at School B remarked:

"Most of the parents do not turn up for teacher-parent meetings due to lack of understanding the importance of education. Some parents claimed to be absent from meetings due to either distance or because of financial problems."

One principal from School B stated that parents did not support their children with ESL homework due to lack of English language proficiency. They often left that responsibility to the teachers as they had no role to play in this regard. This researcher is of the view that this tendency might have contributed negatively to the learners' low performance in ESL.

One of the ESL teachers at School B claimed that parents often did not come to school to view their children's work and hear from the teachers about the progress of their children. This was contrary to what was indicated by the ESL teacher at School A that indicated that every time they asked parents to come to school and view their

children's work they came in large numbers, discussed ESL related matters and got feedback from the ESL teachers about their children's progress. The teacher had this to say:

“Last week I asked learners to inform parents to come to school, check through the learners' books and put their signature. The response was amazing. All the learners' books were signed.”

This is an indication that parents of ESL learners in School A provided academic support to their children compared to School B parents.

The two ESL teachers at School B indicated that many parents did not provide ESL learners with basic needs such as textbooks, dictionaries, newspapers and magazines to help them learn ESL better. One ESL teacher at school B emphasized:

“It is vital for parents to provide learners with ESL basic needs which will help them learn ESL better.”

The principal at school B echoed similar sentiments when he said that their learners came from low socio-economic family backgrounds thus, it was difficult for their parents to provide for their ESL basic needs.

4.5.1.3 Teaching strategies employed by ESL teachers

The two principals indicated that teaching strategies employed by ESL teachers might contribute to poor learners' performance in ESL.

The principal at School B indicated that even though there are a number of teaching strategies that could be used in the teaching of ESL, only few teachers applied them.

The principal remarked:

“Most of the ESL teachers were just using one method in all topics they taught. They do not really apply what they learned in the teaching of ESL during their training.”

The two principals also revealed that some ESL teachers appeared not to be well prepared to effectively employ the learner-centred approach as they seemed unable to select content and teaching strategies suitable for the learners' needs. The principal at School B argued that many ESL teachers employed the teacher-centred approach which does not allow ESL learners to be actively involved in the lesson. This view supports Makuwa's (2004) view that the majority of Namibian ESL teachers were reluctant to apply learner-centred approach which the teachers viewed as taking a lot of time and requiring elaborate preparation. The principal at School B also indicated that some ESL teachers did not prepare their lessons in advance. He remarked:

“Teachers do not plan for the next day's lesson. They only take their textbooks and go to teach the poor learners.”

This principal complained further that those teachers were just confusing their children rather than teaching them. The researcher felt that this type of behaviour contributed negatively to the learners' performance in ESL at School B.

Although the majority of the principals and learners when interviewed indicated that the ESL teachers employed ineffective teaching strategies, this is contrary to what was indicated in the data collected through the learners' questionnaires which saw more than 50% of ESL learners at the two schools indicating that the ESL teachers used a variety of teaching methods to teach ESL (see Table 3).

4.5.1.4 English language proficiency

During the interviews with the three ESL teachers and the two school principals, the two school principals rated poor English language proficiency as one of the major causes of poor performance among the Grade 12 learners in the two selected schools. The female ESL teacher at School B indicated that the majority of learners in the school could not express themselves well in English and that they could not even read something with understanding. The female ESL teacher at School A concurred with the colleague at School B when she said:

“Some learners do not understand English. These learners have difficult in expressing themselves in English which made it difficult for them to understand what is being taught during the ESL lessons.”

During the interview with the principals the principal at School B concurred with what was said by the teachers that many learners had difficulties in understanding the teachers during teaching of ESL and that many learners had problems in using English. The researcher is of the opinion that learners had limited English proficiency because there were limited or no opportunities to speak English outside the ESL classroom. However, the ESL teacher and the school principal at School A revealed that there was an English proficiency programme offered by the ESL teachers in the school aimed at improving ESL learners’ and teachers’ English proficiency, which could have contributed to the learners’ better performance at the school.

The principal at School B indicated that even some teachers, including the ESL teachers, seemed to have a language problem. He further noted that the majority of

teachers who had problems in using English during instruction used the mother tongue (Oshiwambo) when teaching ESL with the aim of making the learners understand the content. This was in agreement with what was indicated in the data collected through the teachers' questionnaire (see Table 12); when one of the ESL teachers at School B indicated that he/she used both a local language and English to assist learners to understand ESL concepts better. The principal at School B remarked:

“The use of English is not only a problem to the learners but teachers too. Some teachers use their local languages when teaching ESL because they cannot express themselves well in English. This is not good as it will not help our learners to cope with their examinations. ESL and other subjects will never be written in local languages but in English.”

Also, this result seems to support Swarts (2002) who says that teachers struggle to give instructions in English particularly in remote areas because of limited exposure to the English language. The researcher is of the opinion that teachers' poor English language proficiency influences learners' English language proficiency in School B negatively.

However, this is contrary to what was found in the data collected through the learners' and teachers' questionnaires. In the learners' questionnaire, a high percentage (75%) of learners indicated that the ESL teachers did not use local languages in teaching ESL (see Table 3). In the same vein, Table 11 of the teachers' questionnaire showed that all three ESL teachers agreed with the statement which read: “My English is good to make learners understand.”

4.5.1.5 Learners and teachers attitudes toward ESL

The principal at school A indicated during the interview that in most cases teachers had positive attitudes toward learners' performance. According to this principal many teachers felt sad when learners performed poorly. The principal at School B stated:

“Nobody wants to be associated with poor performing school. When the results released and the school performed poorly in many subjects, including ESL, teachers were shocked because they expected learners to perform better in their subjects.”

The principal at School A indicated that the ESL teachers sacrificed to teach the learners on Saturdays and also during the weekends and holidays in order to improve the performance of their learners. Although the principal at School A indicated that ESL teachers displayed positive attitudes toward the Grade 12 ESL learners' performance, the principal at School B indicated that not all the Grade 12 ESL teachers in the school were committed to their teaching. He lamented:

“Some ESL teachers do not care about their learners. Instead of going to classes they remain in the staff room chatting to other teachers' or face booking. No remedial teaching program in place to assist learners.”

This principal further said that when learners failed some teachers blamed the learners and forgot that their absenteeism, class cutting, harsh words, unpreparedness and laziness also contributed to the learners' poor performance in ESL.

During the interviews with the teachers some teachers' responses seemed to support what the learners had indicated in the questionnaire (see Table 2). The learners at

School A indicated that more than 70% of the learners knew where to search for answers when they experienced problems with ESL homework. The ESL teacher at School A indicated that serious learners followed teachers to the staff room with previous question papers that they did not understand in order to be provided with answers or to be guided on how to tackle the questions. This same teacher also indicated that the serious learners tended to come to lessons on time, were willing to learn and asked and answered questions in class.

However, a male ESL teacher at School B indicated that some learners were not serious with their study. The teacher said:

“Learners who are not serious do not do anything. They do not even bother to come to class on time. These learners, they hardly do their school work.”

The female teacher at School B remarked that learners who were not serious tended to be absent and dodged classes. The researcher noted that many learners at School B did not want to learn even though some of their ESL teachers were trying their best to assist them.

4.5.1.6 Socio-economic status of the learners

According to the teachers’ and principals’ interview results, many Grade 12 ESL learners in the two selected senior secondary schools came from low socio-economic backgrounds. During the interview ESL teachers at the two schools talked about the socio economic status that affected learners’ performance in ESL. The male ESL teacher at School B pointed out poverty as the main hindrance to learners’ performance in ESL. The teacher remarked:

“We have a lot of orphans and vulnerable children in the school and the majority of them are either staying with grandparents who mainly depend on pension grant or from children headed family households.”

The female ESL teacher at school B said:

“Poverty is really a serious problem and it affects the learners negatively. Some learners drop out of school because their parents or guardians cannot afford to school uniforms. Those learners who do not live in hostels, they sometimes come to school with empty stomach and subsequently they perform poorly.”

According to Mwamwenda (2004) learners in rural areas come from the previously disadvantaged families, which made it difficult to achieve success in ESL, because they had no experience or knowledge in English. Mwamwenda further indicated that hunger makes it difficult for learners to concentrate on learning activities because their thoughts are preoccupied with how and where to get the next meal after school. The ESL teachers in this study revealed that some of their learners were heading child homes. The ESL teacher in School A lamented:

“The majority of learners who head homes are no longer coping with ESL, because the situation affected them negatively. They lacked basic needs such as food, light and ESL materials”

The teacher stressed that to head a home was not an easy task because it forces learners to do a lot of work which was supposed to be done by parents and they came to school without having eaten anything. The views expressed above concur with the

World Bank's (2005) comments which stated that child headed families in Namibia tend to live in poverty which negatively impacts their education.

The two ESL teachers at school B also indicated that they were concerned about parents who could not afford to buy school uniforms for their children. One of the ESL teachers remarked that they wanted a full set of school uniforms for each child in the school, but the parents refused on the basis that they could not afford to buy a complete set of school uniforms. The teacher's comments were in this regard:

“How you expect a Grade 12 learner to pass if he or she comes to school without school uniform, but with torn clothes or bare feet?”

This finding supports Hamunyela's (2008) finding that socio-economic disparities influenced learners' academic learning because learners who are in discomfort pay little attention in ESL lessons than learners who are not. Otaala (2001) stated further that most parents in Namibia cannot afford to buy the required ESL learning materials such as textbooks, dictionaries and others including school uniforms because of poverty. The male ESL teacher at school B stated:

“Most of parents could not buy dictionaries for their kids except a few who tried their best to ensure their kids have learning materials.”

This finding seems to imply that the academic performances of ESL learners at school B were negatively affected by their parents' low economic status. The researcher is of the view that if parents cannot afford to provide their children the needed educational materials such as dictionaries, textbooks and others, then their education attainments will be negatively affected.

4.5.1.7 Lack of monitoring, motivation and support

Through the interview, the two principals and three ESL teachers indicated the lack of motivation among learners as one of the major contributing factor to the Grade 12 ESL learners' poor performance. This finding seems to support Nwihim's (2007) views that if a school is to improve learners' and teachers' performance in ESL examinations then attention should be given to their level of the motivation and the support they receive. Nwihim noted further that motivated learners are high achievers than unmotivated ones. The teacher at School A felt that for their learners to excel, they needed outside motivators such as business people, successful people in education, etc. to motivate them. The teacher emphasized that learners were more likely to be influenced and accept the ideas of people whom they do not know. This view was supported by the school principal at School A, who said:

“We used to visit ESL teachers from schools that are highly performing in English to come and talk to our learners. This year we plan to visit St Boniface College in Kavango to see how ESL teachers help their learners to produce quality symbols in the subject. By doing that, we feel that their moral will be boosted up and they will be motivated to study much harder than before.”

The female ESL teacher at School A further indicated that the school had an award system in place where both teachers and learners received awards for performing better in ESL. Apart from motivation received through awards and prize giving the researcher feels that ESL learners needed to be encouraged to introduce a spirit of friendship and peer motivation in order to curb low motivation among them.

According to Fourie and Smit (2010) learners with similar interests might support each other in terms of learning and studying, hence the need to support the learners to form such groupings that might enhance the learning of ESLs.

The two school principals indicated clearly that the advisory teachers needed to visit schools regularly. Furthermore, the principals indicated the need for the school inspectors to visit schools. The principal at School A added that once the advisory teachers acquainted themselves with what was needed by the teachers and the challenges they faced, then they might know where to focus when conducting workshops or rendering support to the needy schools. This situation needs to be addressed by the Regional Directorate.

Further, the two school principals and the three ESL teachers in the two schools revealed that there was a need for all school principals to carry out effective class visits on a regular basis in order to find out whether the teachers were delivering quality lessons to the ESL learners. The principal at School A indicated also that since the school did not have an HoD for languages, the principal visits the ESL teachers herself at least once per term. She noted that:

“I believe that if teacher are well coached and take the given advices seriously, then the result will also be positive.”

This is a good practice which other school principals may need to emulate in order to improve their learners' performance in ESL and other school subjects.

Another point that concerned both ESL teachers and the school principal at School B was Automatic promotion. The female ESL teacher at School B said:

learners did not study at lower grades because they knew already that even if they failed the grade, the system would transfer them to the next grade, whether they reached the pass requirements or not.

The two principals indicated that the teacher-learner ratio in their schools were not in line with the Ministry of Education norm, which stated that there should be less than 30 learners per teacher in secondary schools. As indicated in the teachers' questionnaire the ESL teachers at School B indicated class sizes of between 36 and 48 learners, while the ESL teacher at School A reported class sizes of between 32 and 37. The sizes of the ESL classes at School B were too large compared to School A. This situation might make it difficult for teachers to give support and individual attention to each learner in the class. The two principals further indicated that because there were too many learners in the classrooms, some learners found it difficult to pay attention to the teachers or master the subject competencies. The large class sizes in this study are contrary to the set staffing norms in Namibian secondary schools of 30 learners per class (Kazilbash, 2006).

Summary

This Chapter presented the perceptions of the ESL learners and teachers as well as the school principals on the factors that they perceived affected learners' performance in ESL at the two selected senior secondary schools in the Omusati Educational Region. The data from the learners' questionnaire was presented first

followed by the data collected through the teachers' questionnaires. The last part presented the data collected from the interviews conducted with the ESL teachers and the principals of the two selected senior secondary schools in the Omusati Educational Region. The next chapter presents and discusses the findings of this study.

CHAPTER 5

DISCUSSIONS OF THE RESEARCH FINDINGS

5.1 Introduction

The previous chapter presented the research findings. In this chapter the themes that emerged from the data collected from the ESL learners, the teachers and the school principals are summarized and discussed. The Learners' performance in ESL in the two schools appears to be influenced by many factors, as indicated in this chapter.

5.2 Themes

In this section the identified themes are presented and discussed.

5.2.1 Learners' attitudes and beliefs toward ESL

The findings seem to indicate that in general the attitudes of the learners in the two senior secondary schools were positive (Table 2) and the majority of the learners did not think English was difficult. Over 80% of the ESL learners from both School A and School B were of the view that they always did their ESL homework on time. However this finding is contrary to the view expressed by one ESL teacher at School B in the interviews who indicated that their learners lacked discipline and did not do their ESL homework on time.

All the ESL learners (100%) at school A felt that they enjoyed ESL lessons as compared to 26% of their counterparts at School B. This finding seems to indicate the low motivation of learners at school B, which might contribute to their poor performance in ESL.

Further it seems the large ESL classes contributed to lack of learners' interest in the subject. More than 80% of ESL learners at School A and 52% of ESL learners at School B indicated that they did not pay attention in ESL classes (see Table 4). During the interview one of the ESL teachers at School B indicated that learners tended to be aggressive during lessons, and they also did not like to do class work. Instead they liked to make noise and left classrooms during the lessons without the teacher's permission. This finding supports the view of Kizilbash (2006) that in many ways larger classes are not effective as small classes in bringing about enhanced learning in learner. The above remarks given by the teacher at School B seems to confirm that ESL learners at School B lacked discipline during lessons.

The beliefs that learners had about ESL and its teaching appeared to have an impact on their performance and interest in the subject. Table 2 shows that, about 31% of the ESL learners at school B considered ESL as a difficult subject as compared to 15% of the learners at School A. The three ESL teachers reported that some ESL learners appeared to have a fear of ESL or believed that ESL was difficult.

5.2.2 The ESL teachers' characteristics

The ESL teachers were requested to indicate their highest academic qualifications. The findings indicated that all 3 ESL teachers were in possession of varied teaching qualifications and were all qualified to teach ESL at the Grade 12 level. This finding indicates that the two secondary schools had qualified ESL teachers. This finding contradicts the view held by Van Avemaet (2006) that Grade 12 ESL learners are

taught by teachers who lack knowledge and skills necessary for quality instruction in ESL. From the above results it can be concluded that teaching qualification cannot be regarded as a contributing factor of learners' poor performance in ESL at school B alone.

The study also sorts to determine the teachers' experiences in ESL in terms of the number of years of teaching this subject (see Table 10). The results show that the teaching experience of the ESL teachers varied. The teacher at School A had between 1 to 5 years teaching experience, while one teacher at School B had 6 to 10 years teaching experience and the other one had between 16 to 20 years teaching experience. . The results seem to suggest that the Grade 12 ESL learners at School B were taught by experienced teachers as shown by the number of years of teaching ESL as compared to School A ESL teacher. This finding is interesting in the sense that it seems to point to the fact that teaching experience alone might not be result in improved learner performance, at least as evidence in this study. This view is contrary to Knapp's (2006) view that availability of properly trained and experienced ESL teachers at any school is very important for higher learners' performance in ESL.

5.2.3 Learners' background in ESL

The learners' background of ESL from lower grades was deemed to have a significant impact on their performance in ESL. Lack of basic ESL knowledge from lower grades was reported to have significant impact on their performance in ESL at

the two senior secondary schools. The results presented in Table 4 shows the learners prior knowledge for ESL. These results show that more than 65% of the learners at School B lacked basic knowledge from lower grades. All three ESL teachers at the two schools agreed that their ESL learners had a poor ESL background. Similarly, all the three ESL teachers indicated that learners found it difficult to understand the examination questions in the ESL paper (see Table 13). This could be a possible reason for poor performance in ESL at School B. The data from the interviews concur with the data from the questionnaires on the aspect that ESL teachers in primary schools seemed to lack sufficient knowledge of the ESL subject which made learners to be promoted to senior secondary school level with little subject knowledge. Wenglinsky (2000) holds the view that primary teachers play a pivotal role in ensuring that children at the beginning of formal education have the skills necessary for successful learning at higher grades.

5.2.4 Poor learners' English language proficiency

English language difficulties by some learners were reported as a major obstacle to learners' better performance. More than 60% of the ESL learners at School B and 44.6% at School A indicated that they lacked basic ESL knowledge from lower grades (see Table 4). During the interviews with the ESL teachers and school principals of the two secondary schools, both school principals stated that poor English language proficiency was one of the major causes of poor performance among the Grade 12 learners in schools. One of the two ESL teachers at School B indicated that the majority of learners in their English classes could not express

themselves well in English and that they could hardly read something with understanding.

The principal at School B concurred with what was said by the teachers that many learners had difficulties in understanding the teachers during teaching and learning. The researcher is of the opinion that the learners had limited English proficiency because there were limited or no opportunity to speak English outside the ESL classroom, at home, or with friends. The school principal at School A indicated that the school had an English proficiency programme in place meant to improve their (ESL learners and teachers) use of English. This programme might have contributed to the better performance of the Grade 12 students in ESL in the national examinations.

The principal at School B indicated that some teachers, including the ESL teachers, seemed to have a language problem. He further noted that the majority of teachers who had problems in using the English language during instruction used their mother tongue (*Oshiwambo*) when teaching ESL. The aim according to them was, to make learners understand the content. This view is in agreement with what was indicated in the data collected through the teachers' questionnaire; when one of the ESL teachers at School B indicated that he/she use both vernacular language and English to assist learners to understand ESL concepts better. This result seems to support Swarts (2002) who says that teachers struggle to give instructions in English particularly in remote areas (this study studied two secondary schools in rural Namibia) because of limited exposure to the English language. The researcher is of

the opinion that teachers' poor English language proficiency influenced learners' English language proficiency in School B negatively. However, this is contrary to what was indicated in the data collected through the learners' and teachers' questionnaires. In the learners' questionnaire, 75% of the learners indicated that the ESL teachers did not use local languages in teaching ESL. Similarly, Table 12 shows that all 3 ESL teachers agreed with the statement which read: "My English is good to make learners understand."

5.2.5 ESL work given to learners

The quality, quantity and frequency of ESL work given to learners appear to have significant impact on the Grade 12 learners' performance in ESL. Learners were asked to indicate whether their teachers gave enough work in ESL. The majority of the learners, 83.7% in School A and 66.3% in School B agreed that they were given enough work to do in ESL. Despite the fact that the majority of the learners agreed that they were given enough work by the teachers, the two ESL teachers indicated that ESL learners did not take ESL seriously. Lack of seriousness in doing assigned work by the learners might have contributed to low student performance on the ESL examination. The ESL teachers also indicated that school the principals did not check or control both teachers and learners' written work in ESL. Again lack of monitoring of teachers work practices and learners' work might have contributed to poor learner performance on the ESL examinations.

The principal at School B indicated during the interviews that ESL activities given to the learners were insufficient and were not regularly marked or monitored by ESL teachers to determine the learners' progress and their learning difficulties. In most cases (according to the principal), many educational stakeholders complained that the teachers hardly marked the learners' work. As a result; they were unable to give feedback to the learners on completed tasks. Closer scrutiny of the learners' and principals' responses, one can conclude that some teachers gave work to their learners, but, the learners did not take the work seriously. Further, some school principals and teachers did not check or control the learners' written work to gauge the learners' understanding of the taught content.

The conclusion can be made that the learners' written work is of great important to both teachers and learners. It provides important information that would enable the teachers to improve their teaching and provide additional practice to learners, especially in areas of lower competence (Ministry of Education, 2011). The ESL teachers should therefore regularly mark the learners' work and give feedback on completed tasks.

5.2.6 Lack of resources

The finding from the Grade 12 learners and teachers at school B indicated that the school did not have enough ESL teaching and learning materials such as textbooks, dictionaries, audio-visual equipment and other printed materials. The study found that 84% of the ESL learners at School B indicated that there were not enough

resources in the ESL classrooms. The two ESL teachers at the school concurred with learners that the school did not have enough ESL teaching and learning materials (Table 6). According to Makuwa (2004), access to educational resources can greatly enhance the learning capabilities of learners particularly those in rural areas where education resources are not available in their immediate environment. The study also found that ESL learners at School B did not have personal textbooks which they could make use of when they were out of school. Two to three learners were required to share a single textbook. This was confirmed further by the principal at School B who indicated that most of the learners in the school did not have all the required ESL textbooks as a result many learners were forced to share one textbook. This state of affairs might have contributed to the poor performance of the students on ESL at this school. Legotle (2005) noted that the problem of sharing textbooks affects learners' learning and demoralizes ESL teachers. Therefore, the lack of teaching and learning materials may have negatively affected the ESL learners' performance at School B. The researcher supports Makuwa's (2004) and Legottle's (2005) views and adds that teaching and learning can only be enhanced if all learners have textbooks which they can take home and use them for studying and doing homework.

During the data collection, the researcher found that School A had a library, while School B had none. Indeed, more than 90% percent of ESL learners at this school confirmed that the school had no school library, and as such learners were deprived from possible sources of extra reading to enhance their English proficiency.

5.2.7 Lack of monitoring and supervision of ESL teaching and learning by school management

The results from the learners and teachers seem to indicate that principals and HoDs did not carry out their duties and responsibilities. Table 6 revealed that 82.4% of the ESL learners at School A and 74% of the ESL learners at School B thought that the school principals did not monitor their ESL works. ESL teachers at the two schools echoed similar sentiment when they indicated that the principals did not supervise the teachers' work and HoDs did not conduct class visits and subject meetings regularly. This finding from the teachers and learners seems to be contrary to Nwihim's (2004) view that if a school is to improve learners' and teachers' performance in ESL examinations, then attention should be give to the level of monitoring and supervision they receive from the management of the school.

During the interview with the school principals, the school principal at school A was critical about monitoring and supervision by some school managers. This principal indicated that lack of instructional supervision by the school managers could be one of the major factors that hampered effective teaching and learning process and subsequently contributed to poor academic performance of ESL learners. The principal further suggested that school principals and HoDs should carry out effective class visit on regular basis in order to find out whether the ESL teachers deliver quality lessons to the ESL learners.

These findings seem to imply that school management appeared to focus on the physical presence of the teachers at school without making a thorough investigation

of whether quality teaching and learning was really taking place in the classroom. These finding supports the findings of Garub and Rothstein (1998). It may be concluded that if ESL learners' performance at School B is to be improved, principal and teachers in the management should make sure that HoD for languages and school principal monitor the learners' and teachers' ESL work to ensure that instructional activities are taking place as planned.

5.2.8 Lack of parental involvements

More that 80% percents of the ESL learners from each of the two senior secondary schools indicated that their parents supported them in doing ESL exercises at home. This finding contradicts the teachers' responses. All the three ESL teachers at the two schools (School A and School B) indicated that parents did not support their learners with home ESL exercises at home. In the interviews he teachers stated that most of the parents did not support their children with homework. Parental involvement in their children education has been identified as an important predictor on learners' success (Knapp, 2006). Knapp further advises that schools should try by all means to build good relationship with parents.

This view is also supported by Hamunyela (2008) who argue that the collaboration of parents in the learning of their children is fundamental to learners' academic success. During the interviews with the principals, the principal at School B indicated that most parents did not attend meetings with ESL teachers. This finding gives the impression that some parents of the ESL learners at School B did not consider it important to discuss matters that affect their children in ESL or to know how their

children were doing in ELS. The findings further seem to imply that some parents lacked the value for education and therefore lacked confidence to come to school or attend meeting.

The finding from this research indicated that more than 50% of ESL learners at School B and more than 40% of the ESL learners from School A indicated that their parents had adequate English knowledge to guide and support them in ESL. It seems that teachers' and learners' answers contradict each other (see Table 7 and 14) on the parents' English knowledge to guide and support their children in ESL. All the three ESL teachers indicated that parents did not have enough English knowledge to give guidance and support to their children in ESL.

This finding indicates that parents did not assist their children with ESL homework and other ESL related activities given to the learners. Further, the findings give impression that parents did not consider it important to discuss matters that affect their children in ESL. The findings further seem to imply that some parents of ESL learners at school B did not consider it important to attend teacher-parent meeting and know how their children were doing in ESL.

5.2.9 Support networks on learners' performance in ESL

Support from teachers, principals, advisory service, Ministry of Education and other learners appeared to play an important role in ESL learners' performance. The results show that more than 70% of the ESL learners at School B indicated that learners who were doing well in ESL did not help others with ESL problem as compared to 27.1%

of ESL learners at School A who felt the same (Table 4). The positive influence of peers on learning as experienced by ESL learners at School A is also indicated by Fourie and Smit (2010). Fourie and Smit advise learners to form groups that couch and support each other in terms of learning.

It was also observed that school managers did not offer enough support to teachers. All the three ESL teachers at School A and School B reported that parents did not assist learners with ESL homework. This finding supports the learners' responses regarding the parents' valuing of education. More than 60% of ESL learners from each of the two selected senior secondary schools reported that their parents did not support them in doing ESL exercise at home. The teachers' and learners' views that most of the parents did not understand the value of education was echoed in the interview with ESL teachers and the principals. The researcher feels that parental involvement is an important aspect of learners' success; therefore, schools should try to educate parents to understand the value of their children's education.

On the other hand, the ESL teachers reported that they were not getting enough support from the Ministry of Education and regional office in terms of professional development workshop or teaching and learning materials. Two of the ESL teachers (one from School A and the other one from School B) reported that the ESL subject Advisory teacher did not support them because they did not regularly visit schools to see how teachers were coping with their ESL work. Principals also reported the lack of support from the regional office and the Ministry of Education. However, the principal of School A indicated that the school created a link with other high

performing schools in order to solicit ideas and learn how other schools were doing in helping their learners to perform better in ESL.

The findings seem to indicate that School B ESL learners who performed better in ESL assisted others who perform poorly in ESL. School A had developed support system from individual learners to other school. The finding further seems to indicate that there was underdeveloped support from individual to the Ministry of Education and the Omusati Educational Region (OER) office neglected their duty to see that both ESL learners and the teachers at school B were properly supported in order to improve the learners' performance in ESL. The researcher feels that the ESL teachers should be guided, evaluated and assisted to attain their goals and objectives by the MOE and OER office. This finding supports the views of Krashen (2005) who suggested that if a school is to improve learners' and teachers' performance then attention should be given to the level of support they receive from other schools and other stakeholders.

5.2.10 Large classes

When ESL learners were asked if the classrooms were too crowded for teachers to assist all learners during ESL lesson, 64% of the ESL learners at School B agreed that classrooms were too crowded. All the three ESL teachers and principals at the two schools revealed that they had large classes of over 35 learners.

Although only 23% of the ESL learners at school A indicated that classrooms were too crowded for the ESL teachers to assist all the learners during ESL lessons, it

seems that this finding opposed the ESL teacher and the school principal who reported a class size of between 32 and 37 learners. It seems that this finding opposed the view of Kizilbash (2006) that rural schools are typical small if compared to schools in more populated community.

This finding appears to suggest that ESL teachers at School B were under considerable pressure to improve the learners' performance in ESL in overcrowded classrooms. Further, this finding appears to indicate that the large class sizes resulting in overcrowded classrooms tend to contribute significantly to inadequate class activities in ESL and effective monitoring of learners' performance which has impacted negatively on learners' performance in ESL at School B.

Kizilbash (2005) agreed that although ESL teachers tried to provide the best support they could, large classes were a serious problem for achieving this.

5.3 Conclusion

The study found that the major causes of poor performance of the Grade 12 learners in School B perceived negative attitudes of learners towards their learning of ESL, lack of English proficiency by both teachers and learners, lack of resources in the school, lack of seriousness of learners towards ESL, overcrowded classes, low socio-economic conditions of the learners, lack of proper regular class visits done by school managers, lack of parental involvement in their children's ESL study and lack of motivation and support for both teachers and learners. In the next section the focus will be on the summary, conclusion and recommendations.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

6.1 Introduction

The previous chapter presented the discussion of the findings of this study. This chapter gives the summary, conclusions and recommendations derived from the results of this study.

6.2 Summary

This study investigated the factors that influence Grade 12 learners' performance in ESL in one poor performing school and one better performing school in ESL in the Omusati Educational Region (OER). The study further sought to find out what was done differently in the two schools which contributed to the identified learners' performance.

The main objectives of this study were to:

1. Investigate the factors within and outside the school environment that influenced the achievement in ESL amongst Grade 12 learners in the Omusati Educational Region.
2. Determine what the selected schools did differently in teaching and learning of ESL in the two selected secondary schools in the OER.
3. Find out whether there was a difference in the factors that influenced Grade 12 learners' performance in ESL in the two selected secondary schools in the OER.

The study adopted the mixed method research design. The qualitative approach was used to elicit the views, beliefs and experiences of teachers, learners and school principals on the factors that influence learners' performance in ESL. The quantitative approach was used to show similarities and differences between the responses from the two schools.

Purposive sampling was used to select four classes in the two schools to respond to the questionnaires. The questionnaires comprised both open ended and close ended questions. Interviews were also used to collect data from the 151 learners, three ESL teachers and two principals in order to provide answers to the questions.

Qualitative data was analysed by using categories including verbatim quotations to support reached conclusions, while quantitative data was analysing the Chi-square statistic in order to find out whether significant differences existed in the learners' responses on eight statements. In addition frequency tables were also used to present the data.

The following were some of the major findings of this study:

The shortage of resources was one of the major causes of poor performance of the Grade 12 ESL learners in School B. The shortage of resources manifested itself through the insufficiency of teaching materials, textbooks, lack of audio-visual equipment, non-existence of a library and other teaching and learning aids. The shortage of such resources made teaching and learning of ESL in School B difficult which negatively affected the learners' performance in ESL.

The research found that though two of the ESL teachers at the two schools (one from School A and the another from School B) indicated that their English was good to make learners understand them, one of the ESL teachers and the school principal at School B were of the view that the ESL teachers and learners were faced challenges in the use of English as a medium of instruction.

The two principals and the three ESL teachers indicated that lack of parental involvement in their children's study of ESL was one of the major causes of poor performance in ESL at School B. They failed to provide the necessary support to their children in the learning of ESL.

The findings from the interviews with the ESL teachers and school principals revealed that the majority of the Grade 12 learners in the two senior secondary schools came from low socio-economic backgrounds. Their home environments were not conducive for studying ESL as they lacked basic needs such as ESL study materials and other necessities to enable them practise the use of English outside the classroom.

Generally, the attitudes of the ESL learners at school A were positive and the majority of the learners felt that ESL was not difficult compared to the ESL learners at School B. All the ESL learners at School A were of the opinion that they enjoyed ESL lessons while less than 30% of the learners at School B felt the same. The negative attitudes of learners at school B toward ESL may have contributed to their poor results in ESL.

6.3 Conclusions

In conclusion, the results of this study seem to suggest that both long teaching experience and appropriate teacher qualifications do not on their own result in higher learner performance. Several factors appear to be at play affecting the learning of ESL and learners' performance in this subject. Further, the lack of a school library at school B seems to have been a contributing factor to the poor performance of the Grade 12 ESL learners observed at this School. Furthermore, the majority of learners, teachers and the two school principals at the two schools were of the view that ESL learners and teachers were struggling with the use of English as a medium of instruction. The use of English as a medium of instruction seems to be a contributing factor to the Grade 12 learners' poor performance in ESL especially at school B.

In addition, it may be concluded that lack of parental involvement was also one of the major contributing factors to the poor performance among the Grade 12 learners in the two senior secondary schools in the Omusati Educational Region. The majority of parents did not appear to understand the value of being involved in the learning of ESL of their children.

6.4 Recommendations

The following recommendations are made based on the findings of this study:

6.4.1 Advisory teachers

- The ESL Advisory teachers should regularly visit each senior secondary school in Omusati educational region at least once a year, so as to acquaint themselves with what is needed by the ESL teachers and the challenges they face.

6.4.2 Circuit office

- Circuit offices should introduce support programmes such as peer tutoring programmes for all ESL learners.
- Further, the Circuit office should provide teaching and learning resources to all schools within the circuit to enhance the learning of ESL.

6.4.3 Ministry of Education

- The Ministry of Education should maintain the set teacher-learner ratio of 1:25-30 for effective management of classrooms. The observed 37 to 40 learner ratio in the two schools was too high for effective teaching and learning.
- The Ministry of Education should provide school libraries to all senior secondary schools in the Omusati educational region to

ensure that ESL teaching and learning materials are available in schools.

6.4.4 School Management

- The school management in partnership with the education regional office should explore ways in which ESL teachers from poor and better performing schools might assist each other or contribute to the improvement of learners' performance in their schools.
- The school management should put up effective mechanisms on how to supervise and monitor ESL teaching and learning programmes in schools by conducting more class visits and ensuring that teachers are giving enough work to their learners.

6.4.5 ESL teachers

- ESL teachers should use different teaching strategies depending on the topic being taught.
- ESL teachers should introduce English proficiency programmes to be offered on a continuous basis to ESL teachers and learners in order to improve their English.
- Compensatory classes and early intervention programmes should be initiated by ESL teachers in schools so as to address learning difficulties.

6.4.6 ESL learners

- ESL learners should discuss ESL related issues that affect them in the learning of ESL with teachers and their peers. This will help them identify their weaknesses which could be addressed by their teachers and other learners.

6.4.7 Parents

- Parents should be encouraged to provide necessary support to their children and create conducive learning environments at home for their children to study ESL.
- The parents should also be encouraged to attend the ESL teacher-parent meetings to understand the value of education and the need for their involvement in education of their children.

6.4.8 Future research

- Since this study was only conducted in two selected senior secondary school in the Omusati Educational region, there is need to conduct similar but larger studies in other schools in both Omusati and other educational regions in Namibia.

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APPENDIX A: LEARNERS' QUESTIONNAIRE

School code

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Learner No.

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FACTORS INFLUENCING GRADE 12 LEARNERS' PERFORMANCE IN ENGLISH SECOND LANGUAGE IN TWO SELECTED SENIOR SECONDARY SCHOOLS IN THE OMUSATI EDUCATION REGION
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Dear English Second Language Learners,

In partial fulfilment of the requirements for completion of the Master of Education Degree at the University of Namibia, I am required to conduct research and collect data about key issues in a specific subject area. This questionnaire seeks information from Grade 12 learners on the factors that affect Grade 12 learners' performance in English Second Language in the Omusati Education Region.

- You are kindly requested to answer the questions as honestly as possible by marking your answer with a cross (X).
- Do not write your name on the questionnaire.
- Your views will only be incorporated in my dissertation, and will in no way affect your grade in ESL.
- Your views will be treated with confidentiality.

SECTION A: BIOGRAPHICAL INFORMATION

Mark your choice with an (X).

1. Your sex

Male	
Female	

2. Your age:

<18	
18-19	
20-21	
22-23	
>23	

SECTION B: ATTITUDES TOWARD ESL

Each one of the statements expresses a feeling towards English Second Language (ESL).

Please read each statement and mark only one box with an (X) to indicate your agreement with each statement.

Use: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Please mark only one answer with an (X)

	SA	A	D	SD
1. I enjoy ESL lessons.				
2. Everyone can do well in ESL.				
3. I spend a lot of time on ESL exercises.				
4. I always do my ESL homework on time.				
5. When I experience a problem with ESL homework I know where to search for answers.				
6. I believe ESL is a difficult subject.				
7. Most skills I learn in ESL are useful in my everyday life.				
8. I believe ESL is an important subject.				
9. I like ESL subject.				
10. I am happy that ESL is compulsory up to Grade 12.				
11. I like going to ESL lessons				
12. ESL is easier than other subjects.				

13. I think ESL will help me in my future career.				
14. Most of what I learn in ESL is useful in daily living				
15. I panic when confronted with unfamiliar English words in ESL in the class.				

SECTION C: FACTORS AFFECTING LEARNERS' PERFORMANCE IN ENGLISH SECOND LANGUAGE (ESL).

A number of factors affect learners' performance in ESL in the Omusati Education Region. Please read each statement and mark only one box (SA, A, D, or SD) with an (X) to indicate your agreement with each statement.

Teacher factors	SA	A	D	SD
1. Teachers give enough work in ESL.				
2. Teachers give the impression that ESL is difficult.				
3. Teachers spent less time on some topics they are not comfortable in teaching in ESL.				
4. Teachers spend too much time on topics that they are comfortable teaching.				
5. Teachers do not explain some words in ESL to learners.				
6. Teachers use only one teaching method to teach ESL.				
7. Teachers give ESL homework to learners as punishment.				
8. Teachers give easy ESL activities to learners to do.				
9. ESL teachers use local languages in teaching ESL.				
10. ESL teachers do not mark learners' activities on time.				
Learner factors	SA	A	D	SD
11. I lack basic ESL knowledge from lower grades.				
12. I am given enough work in ESL.				

13. I do my ESL work on time.				
14. I read interesting novels and poetry that captivate my interest to learn ESL.				
15. ESL topics that I am given are challenging.				
16. I am fearful of ESL classes.				
17. I panic when I meet unfamiliar ESL questions.				
18. I do not pay attention to the teachers during ESL lessons				
19. I sometimes spend too much time on ESL questions that I do not understand.				
20. I usually do well in ESL when teachers use concrete examples during teaching.				
21. I do not read ESL questions carefully.				
22. Learners who are doing well in ESL do not help others with ESL problems.				
Classroom factors	SA	A	D	SD
23. Poor learning environment (classroom) makes me perform poorly in ESL.				
24. Two to three learners share one ESL textbook.				
25. There are not enough ESL resources in classroom.				
26. The learners do not pay attention in ESL classes.				
School factors	SA	A	D	SD
27. School principal conducts class visits regularly in ELS.				
28. School principal monitors learners' ESL work i.e. homework, class work, etc.				
29. School principal encourages the use of local languages in classrooms.				
30. Classrooms are too crowded for teachers to assist all learners during ESL lessons.				
31. There are not enough ESL teachers in our school.				
32. The school has a school library.				
33. The school has ESL materials, e.g. textbooks, dictionaries, etc.				
34. ESL teachers are not qualified.				

Parental factors	SA	A	D	SD
35. My parents encourage me to do well in ESL.				
36. My parents provide me with ESL materials.				
37. My parents support me in doing ESL exercises at home.				
38. My parents have adequate English knowledge to guide and support me in ESL.				
39. My parents have negative attitudes toward ESL.				
Curriculum factors				
40. Time allocated for ESL lessons is enough.				
41. ESL should be compulsory from grade one to grade 12.				
42. Study of literature in ESL is compulsory.				
43. ESL should be offered early on the timetable.				
44. More periods should be assigned to ESL subject per week.				

45. What steps do you think the following people involved in education should take to improve learners' performance in ESL?

Teachers: -----

Principals: -----

Ministry of Education:-----

Thank you for sparing some of your precious time to complete this questionnaire.

ANNEXURE B: TEACHERS' QUESTIONNAIRE

School code			
Teacher No.			

Dear Teacher,

In partial fulfilment of the requirements for completion of the Master of Education Degree at the University of Namibia, I am required to conduct research and collect data about key issues in a specific subject area. This questionnaire seeks information from the Grade 12 ESL teachers on the factors that affect Grade 12 learners' performance in English Second Language in the Omusati Education Region.

- You are kindly requested to assist me by completing the questionnaire.
- Please answer all the questions as honestly as possible.
- Return completed questionnaire to the school principal after 3 days
- All information given in this study will be treated confidentially.

SECTION A: PERSONAL INFORMATION

Mark your choice with an (X)

1. Indicate whether you are:

Male	
Female	

2. Which one of the following age categories apply to you?

Under 20 yrs	
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20-25	
26-31	
32-37	
38-43	
44-49	
50-55	
56 and above	

3. Please indicate the highest academic qualification you hold.

4. Please indicate the highest teaching qualification you hold in English teaching.

5. How many years of teaching experience do you have after completion of your professional qualification?

6. How many years have you been teaching ESL?

7. Which post are you currently occupying?

Principal	
Head of Department	
Subject Head	
Senior teacher	

Teacher	
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8. What is the average number of learners in the classes you teach?

Less than 20 learners	
20-25 learners	
26-31 learners	
32-37 learners	
38-43 learners	
44 learners and above	

SECTION B: FACTORS AFFECTING LEARNERS'

PERFORMANCE IN ENGLISH SECOND LANGUAGE (ESL).

The following statements are about the factors that affect Grade 12 learners' performance in English Second Language. Please indicate the extent to which you agree with each statement by choosing one of the following with an (X): Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Teacher factors	SA	A	D	SD
1) I prepare for ESL lessons.				
2) My English is good to make learners understand me.				
3) I was not trained in the teaching of ESL.				
4) I find it hard to identify appropriate exercises to fit the ESL syllabus.				
5) I use both the local language and English to assist learners to understand ESL concepts better.				
6) I believe ESL is a difficult subject.				

7) I do have enough English knowledge to teach ESL to my learners.				
8) I use concrete examples from the environment when teaching ESL.				
Learner Factors	SA	A	D	SD
9) Learners do not understand the importance of English as a means of communication.				
10) Learners find it difficult to understand the examination questions in ESL papers.				
11) Learners have poor English background from lower grades				
12) Learners take ESL work seriously.				
13) Learners speak English without fear.				
14) Learners pay attention to teachers during ESL lessons.				
15) Learners believe that English is difficult to understand.				
Parental factors	SA	A	D	SD
16) Parents support their children in doing ESL exercises at home.				
17) Parents provide their children with required materials e.g. textbooks, dictionaries, newspapers, magazines, etc. to help them learn ESL better.				
18) Parents have negative attitudes toward ESL learning.				
19) Parents have enough English knowledge to give guidance and support their children in ESL.				
20) Parents motivate and encourage their children to do well in ESL.				
School factors	SA	A	D	SD

21) The principal monitors and controls teachers' work in ESL.				
22) The principal encourages the use of local languages in ESL classes.				
23) The School Cluster System helps teachers in sharing ideas in the teaching of ESL.				
24) The HoDs hold ESL subject meetings regularly.				
25) ESL Subject Advisory teachers do not visit schools regularly.				
26) The principal does not monitor assessment of learners in ESL regularly.				
27) The Principal assesses teaching of ESL in classrooms regularly.				
28) Classrooms are too crowded for teachers to assist all learners during ESL lessons.				
29) The school does not have ESL materials, e.g. textbooks, dictionaries, etc.				
30) The school does not have a school library.				
Curriculum factors				
31) Time allocated for ESL lessons on the timetable is not enough.				
32) ESL double periods should be provided on the timetable.				
33) Compensatory teaching for ESL is scheduled on the timetable.				
34) ESL should be offered early on the timetable.				

35. List any additional factors that you think affect the Grade 12 learners' performance in ESL examinations.

36. As an ESL teacher, what do you suggest should be done in order to improve learners' performance in ESL in your school?

Thank you for sparing some of your time to complete this questionnaire.

ANNEXURE C: INTERVIEW SCHEDULE (FOR SCHOOL PRINCIPALS AND TEACHERS)

1. What factors do you think contribute to the learners' performance in ESL?
2. What do you think are the major obstacles encountered by learners when learning ESL?
3. What do you consider as the role of the school management in teaching and learning of ESL?
4. To what extent do you think teachers' and learners' classroom behaviours contribute to effective teaching and learning of ESL?
5. What do you think schools, and teachers should do to enhance learners' performance in ESL?
6. What do you do to enhance learners' performance in ESL?
7. What steps do you think should be taken to improve learners' performance in ESL by?
 - a) School management
 - b) Teachers
 - c) Learners
 - d) Ministry of Education
 - e) Advisory teachers
9. Is there anything else that you think limits you in trying to improve learners' performance in ESL?

Thank you for your time

APPENDIX E: PERMISSION REQUEST LETTER OMUSATI EDUCATION REGION



OMUSATI REGIONAL COUNCIL
DIRECTORATE of EDUCATION
TSANDI CIRCUIT

ONANGALO PRIMARY SCHOOL

Enquiries: Mr. Nkandi Stefanus
Cell: 0812840143
Email: nkandys@yahoo.com

P. O. Box 293
Tsandi

12 May 2013

To: The Regional Director
Omusati Education Region

Cc. The Inspector
Tsandi Circuit

The Inspector
Anamulenge Circuit

The Principal
Mwaala SSS

The Principal
Canisianum HS

Re: Permission to conduct a research in your region

I hereby write to ask for permission to carry out my study in two selected senior secondary schools in your education region. I am a final year student of Master of Education, English being the major. This study I intend to undertake aims to serve as a partial fulfilment for my **Master of Education degree (Med)** which should be completed this academic year 2013.

The study will adopt the mixed research design entitled: **Factors influencing grade 12 learners' performance in English Second Language in two selected senior secondary schools in the Omusati education region.**

I have chosen this region and the two selected senior secondary schools in particular because I noticed that the number of ungraded ESL learners in 2011 and 2012 final examinations at the NSSCO at one of the selected senior secondary schools was relatively higher and the majority of learners received low grades in the ESL compared to the other selected school which performed better, above 50 per cent pass mark.

This study will therefore, investigate the factors that influence Grade 12 learners' performance in ESL in one poor performing school and one better performing school in ESL in the Omusati education region. The study will further seek to find out what is done differently in the two schools which contribute to the identified learners' performance.

This study is important because it will generate information on factors that influence learners' performance in ESL. The results can be a source of information to educational managers, teachers, and school board members when seeking options to improve results in ESL. The study will be of practical benefit to ESL teachers because they will use the research findings to improve their teaching of ESL. The learners will use the outcomes of this study to improve their performance in ESL and also their efforts to work consciously towards improving their learning styles.

It is further hoped that the school principals will use the findings of this study to create a more conducive environment for teachers' better teaching practices and learners' improved performance.

I will employ **Questionnaires, classroom observations, and interviews** to elicit data from the Grade 12 ESL learners, Grade 12 ESL teachers and school principals as participants of this study. The data collected from the participants will be treated as confidential.

The study is planned to kick off from the 10 June 2013 to the 21 June 2013. I would be very grateful if favourable consideration is made at your possible convenience.

Sincerely Yours

Nkandi Stefanus
The Principal Onangalo PS

**APPENDIX F: PERMISSION LETTER FROM MINISTRY OF EDUCATION
OMUSATI REGION**



AMIBIA



OMUSATI REGIONAL COUNCIL

DIRECTORATE OF EDUCATION

Team Work and Dedication for Quality Education

Tel: +264 65 251700
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Private Bag 529
OUTAPI

22 May 2013

Enq: Laban Shapange

Inspector of Education- Tsandi Circuit
The Pricipal -Omwaala Secondary School
Inspector Education- Anamulenge Cicuit
The Principal – Canisianum RCHS
Omusati Region

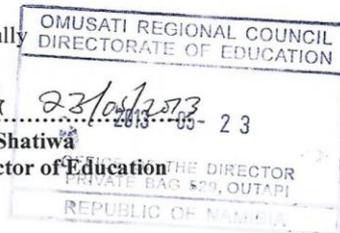
Subject: Permission to conduct a research in Omusati Region

This letter serves to notify your good office that **Mr. Nkandi Stefanus** has been granted permission to conduct the above said research at your school. The Omusati Education Directorate is pleased to inform you that permission is granted and the research to be undertaken at school should by no means whatsoever disrupt teaching and learning.

We hope and trust this exercise will enhance quality education in the region.

Yours faithfully


Mrs. Loide Shatiwa
Acting Director of Education



All official correspondence must be addressed to the Regional Director.